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This report contains an extensive description of the efforts made by the South Miami Junior High School (Dade County, Fla) to accommodate an influx of disadvantaged children. The school instituted an inservice teacher workshop on the problems of desegration and developed an experimental curriculum for a selected group of 50 Negro and white disadvantaged seventh-graders. Each student was given a series of diagnostic tests and then received instruction according to his ability. The students were also divided into four small groups for a program to improve their language arts skills. University student aides were used to provide more individual instruction. Pretesting and posttesting indicated growth in all instructional areas, especially in writing and mathematics; all these gains were substantially greater than their gains in previous years. The students also demonstrated improved attitudes toward school and self by better attendance and more classroom and extracurricular participation. Recommendations for continued efforts are made. (EF)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SOUTH MIAMI JUNIOR HIGH SCHOOL CURRICULUM PROJECT

Christine Young, Project Director
Dr. Harry O. Hall, Project Coordinator

Grant-to-School-Board Number OE-36-19-EO 12
P. L. 88-352, Title IV, Section 405
The Civil Rights Act of 1964

ED023763

Dade County Public Schools
Miami, Florida

UD 006 710

The Project Reported Herein Was Supported by a Grant
from the
U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

ABSTRACT

A. IDENTIFICATION

1. South Miami Junior High School Curriculum Project
2. Christine Young, Project Director

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B. PURPOSE

Previous to the Civil Rights Act of 1964, South Miami Junior High School drew its student body from an extremely high socioeconomic population. Pupil transportation changes within Dade County designed to comply with the law caused a large contingent of Negro children to be within the South Miami Junior High School zone.

A comparison of sixth-grade achievement scores in mathematics and language arts was made on all the incoming South Miami seventh-grade students. From this study, it was found that most of the Negro students were a full quartile below the other students. However, there were some Negro students who were well within the school norms, and there were many white students with low achievement scores. In the past, the number of students from deprived backgrounds at South Miami Junior High was so small that certain adjustments were made for the low achievers, but this was left to individual teachers.

To expect the large influx of students with limited experiences and educational background to succeed in a curriculum which for several years had been geared to an extremely high achieving group seemed unreasonable. The problem was further complicated by the fact that the teachers were unaccustomed to and untrained to work with students from another culture.

A grant proposal was written that was designed to prepare the faculty for full desegregation; to help teachers develop a suitable curriculum for educationally disadvantaged children; and, also, allow other teachers from junior high schools similarly affected by the desegregation plan to observe the experimental program.

C. PROCEDURE

Twenty-five members of the faculty participated in an In-service Workshop which began three weeks before school opened and continued throughout the school year. It helped the faculty arrive at necessary understandings of the problems of desegregation. Three areas were studied in the preschool workshop: psychological principles of culturally deprived students; social foundations; development of curricular objectives for an experimental curriculum for culturally deprived students.

During the school year, an experimental curriculum was developed for a selected group of fifty Negro and white culturally deprived seventh-grade students. Data from standardized tests of academic potential and achievement; nonprojective personality inventories;

informal reading inventories and screening for vision and audition were used to determine the more evident areas of weakness. A curriculum consisting of a three-hour block of language arts, social studies, and science; one hour of home economics for girls and shop for boys; an hour of mathematics and an hour of physical education was presented to each student according to his ability. The fifty students were divided into four small groups for instruction in the language arts areas of reading, listening, speech, library, writing, and discussion. Art and music were correlated throughout the language arts block. University student aides were utilized to provide even more individualized instruction.

D. RESULTS AND CONCLUSIONS

Data from the tests given at the beginning and end of the study indicated growths by the experimental group in all instructional areas. The greatest gain was in writing and mathematics. As shown by the results in individual reading inventory, all but four students made gains in reading, one student as much as 2.5 years. Ten gained 2.0 years; ten - 1.5 years; fifteen - 1 year; seven - ½ year. Eighty percent made gains substantially greater than their average yearly gains in previous years. Speech improvement was noted in many areas. A more relaxed speaking tone and more careful enunciation were observed as well as an improvement in use of verb tenses and inflectional endings. The students generated a new interest in school which was shown by good attendance; enthusiastic participation in the classroom and extracurricular activities; and improved attitude toward self.

The following conclusions are considered to be the most important from all areas studied:

1. Group counseling of students with similar problems should be provided.
2. A human relations council should be organized to promote better relations between the races.
3. The instructional program must be more individualized and group work must be with very small groups. Extensive use of teacher-aides should be encouraged.
4. There is a great shortage of materials for culturally deprived students. Curriculum writers are needed.
5. Although the experimental group showed improvement, they are still substandard and need a continued program with language emphasis, probably for the three - year junior high school period. ✓
6. Parents should be involved in school activities. ✓
7. The use of funds received from government grants should be more readily accessible to the receiving school.
8. In-service education for teachers on disadvantaged child is essential. ✓
9. An integrated school should have an integrated faculty. ✓

PREFACE

The following report is a synopsis of a whole year's activity. To catch the full impact of the influences on the staff, pupils, and community is an overwhelming, if not impossible, task. The success of the program can only be attributed to the effort of the individuals involved. So it is also with this report. Each chapter is a separate contribution by a committee of the staff.

We wish to extend our thanks to the United States government for making it possible for us to pursue this study.

Christine Young, Principal
Harry O. Hall, Coordinator

CHAPTER I

PROBLEM

Previous to the Civil Rights Act of 1964, South Miami Junior High School drew its student body from an extremely high socioeconomic population. Pupil transportation changes within Dade County designed to comply with the law caused a large contingent of Negro children to be within the South Miami Junior High School zone.

A comparison of sixth-grade achievement scores in mathematics and language arts was made on all the incoming South Miami seventh-grade students. From this study, it was found that most of the Negro students were a full quartile below the other students; however, there were some Negro students who were well within the school norms, and there were many white students with low achievement scores. In the past, the number of students from deprived backgrounds at South Miami Junior High was so small that certain adjustments were made for the low achievers but this was left to individual teachers.

To expect the large influx of students with limited experiences and educational background to succeed in a curriculum which for several years has been geared to an extremely high achieving group seemed unreasonable. The problem was further complicated by the fact that the teachers were unaccustomed to and untrained to work with students from another culture.

A grant proposal was written that was designed to prepare the faculty for full desegregation; to help teachers develop a suitable curriculum for educationally disadvantaged children; and also allow other teachers from junior high schools similarly affected by the desegregation plan to observe the experimental program.

CHAPTER II

ORGANIZATION AND PROCEDURE

A. Personnel Involved

1. Faculty and Staff Selection

The faculty of South Miami Junior High School discussed the proposal for the project and volunteered to participate in a year-long workshop. All teachers who were to be involved with the special group were especially encouraged to participate; however, others were encouraged because the problem, although confined to a small group in 1965-66, would become a school-wide problem by 1966-67 when full desegregation would be in force.

The original workshop group consisted of the principal, three assistant principals, one intern principal, three counselors, four basic education teachers, two science teachers, three mathematics teachers, two industrial arts teachers, one reading teacher, one language arts teacher, one home economics teacher, one librarian, two physical education teachers, and one secretary teacher-aide. (See Appendix A for listing.)

During the year three members of the original workshop group left the school for various reasons. One new teacher joined the study at midyear.

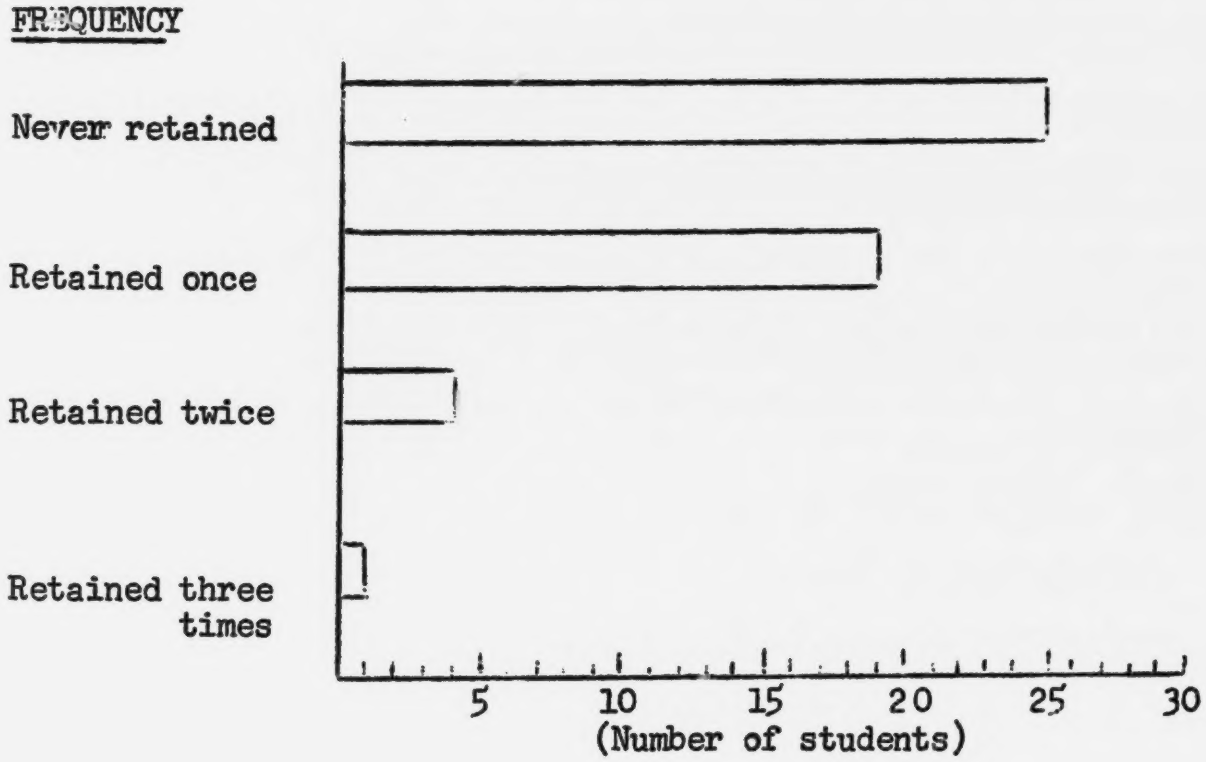
2. Identification of pupil participants

Students selected for the special program were those entering seventh grade who had severe cultural and educational weaknesses, and who were especially poor in language arts skills.

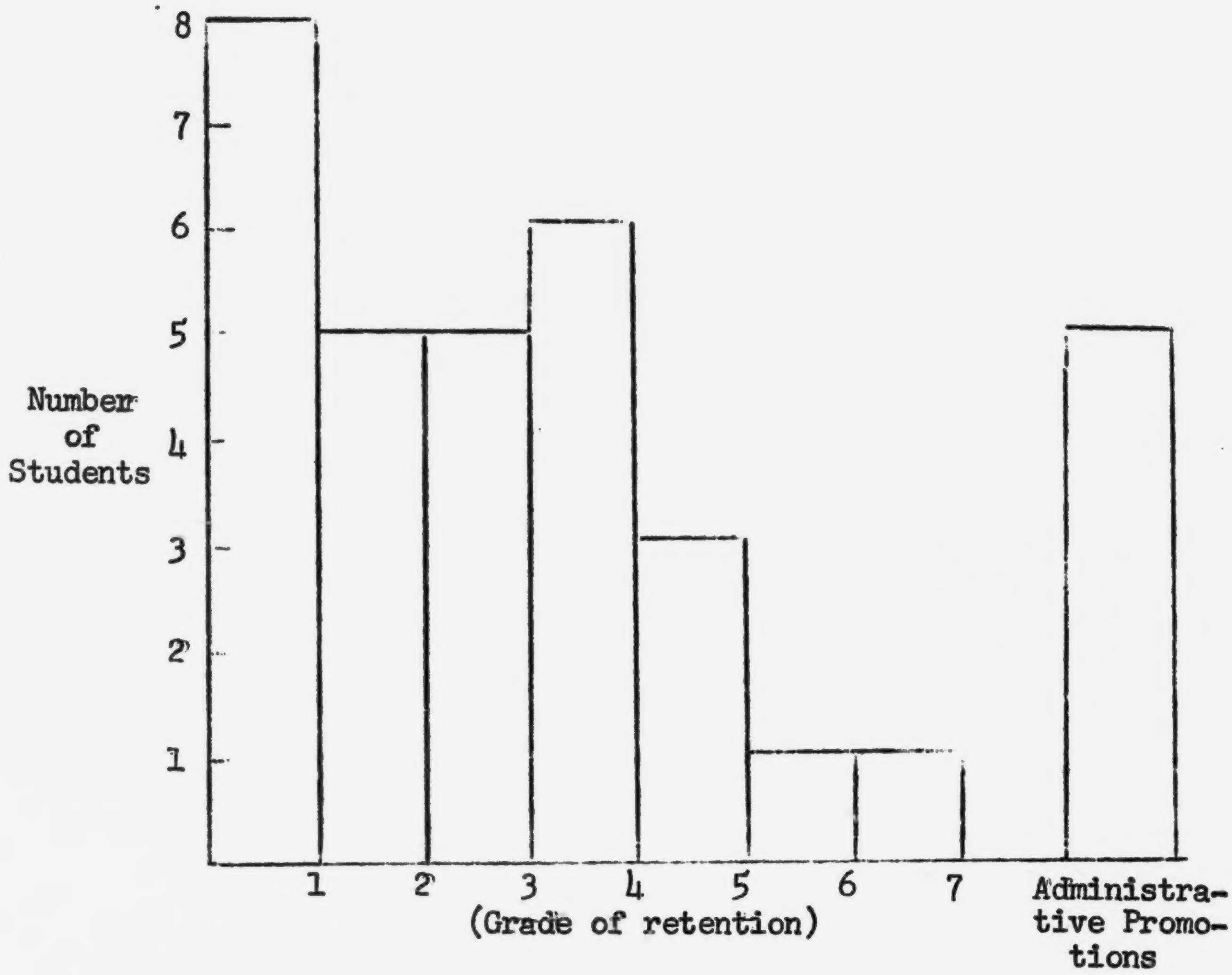
Through the study of the cumulative records all possible participants were listed. When the available information had been compiled, the fifty students who appeared to be most in need of special help were selected for participation in the experimental curriculum project. The selected group was sixty percent Negro and forty percent white children. Charts on background information for the selected students are attached.

An early visit was made to feeder schools to assist in a program of articulation and thorough study of the cumulative records was made during the summer preceding the start of the curriculum project. Standardized test scores were analyzed; family background of students was studied; case studies were made; and elementary school grades were considered. In addition, neighborhood visits were made and pupil homes were evaluated. Studies were also made of parental occupation. These data were later reported and studied by the workshop participants.

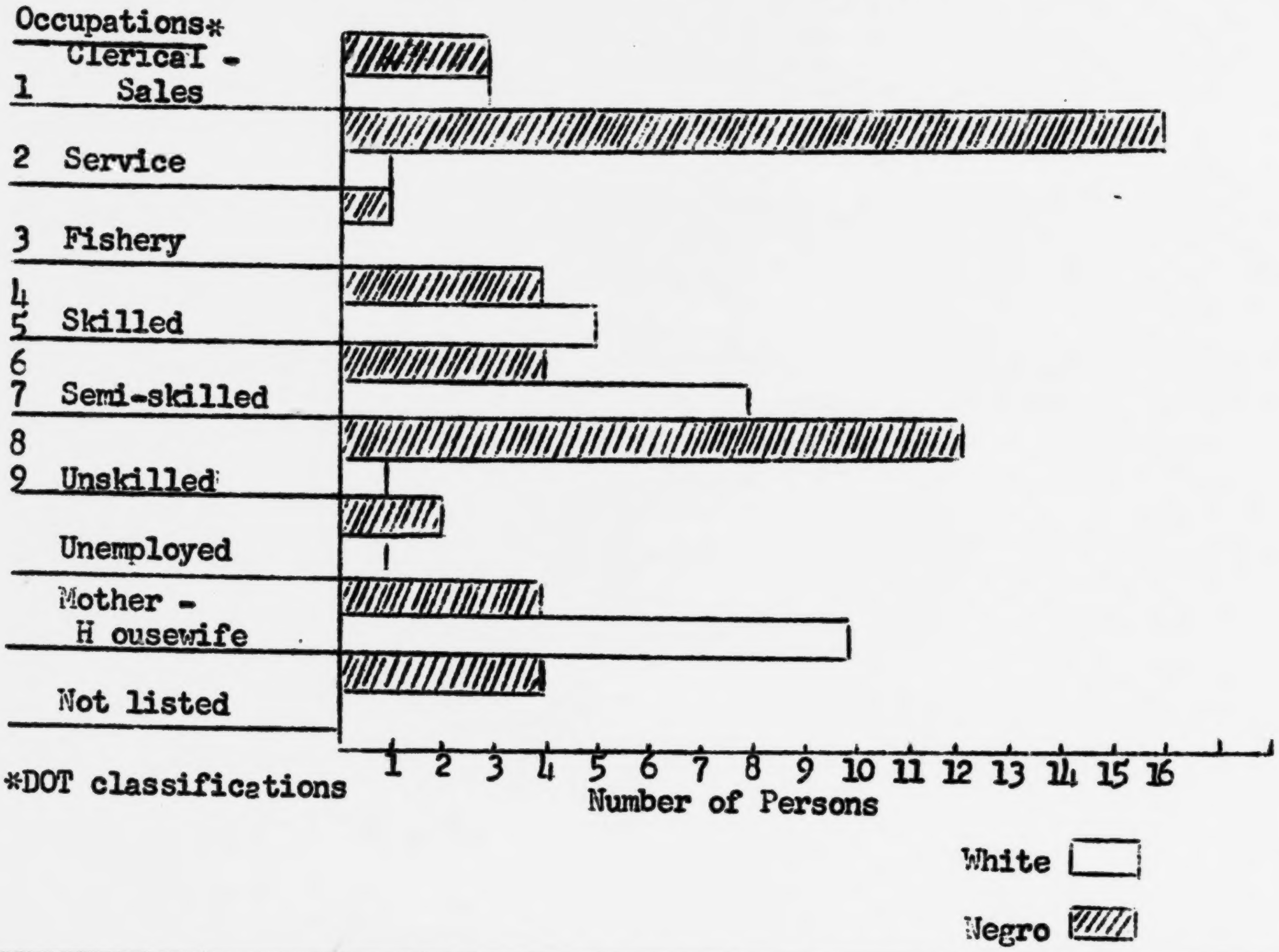
GRADE RETENTION OF PARTICIPANTS IN ELEMENTARY SCHOOL



GRADE IN WHICH PARTICIPANTS WERE RETAINED

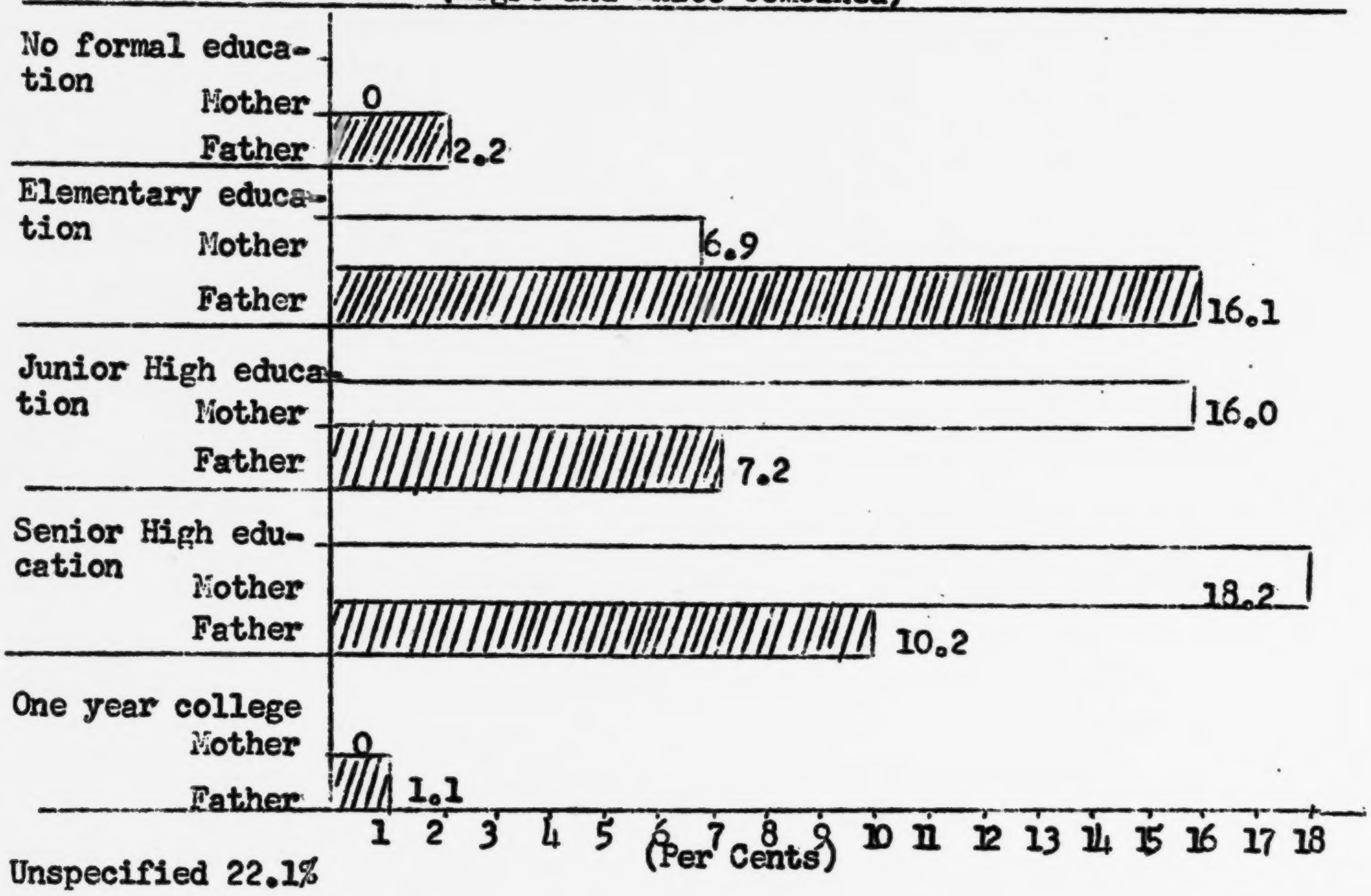


OCCUPATIONS OF PARENTS AND GUARDIANS OF PARTICIPANTS



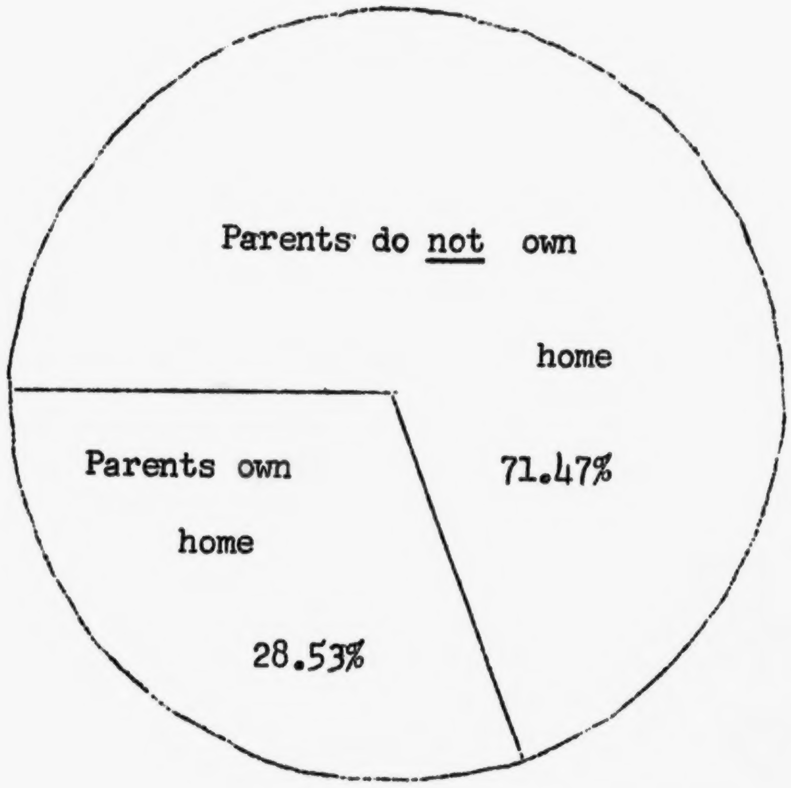
*DOT classifications

EDUCATIONAL BACKGROUND OF PARENTS AND GUARDIANS OF PARTICIPANTS
(Negro and White Combined)

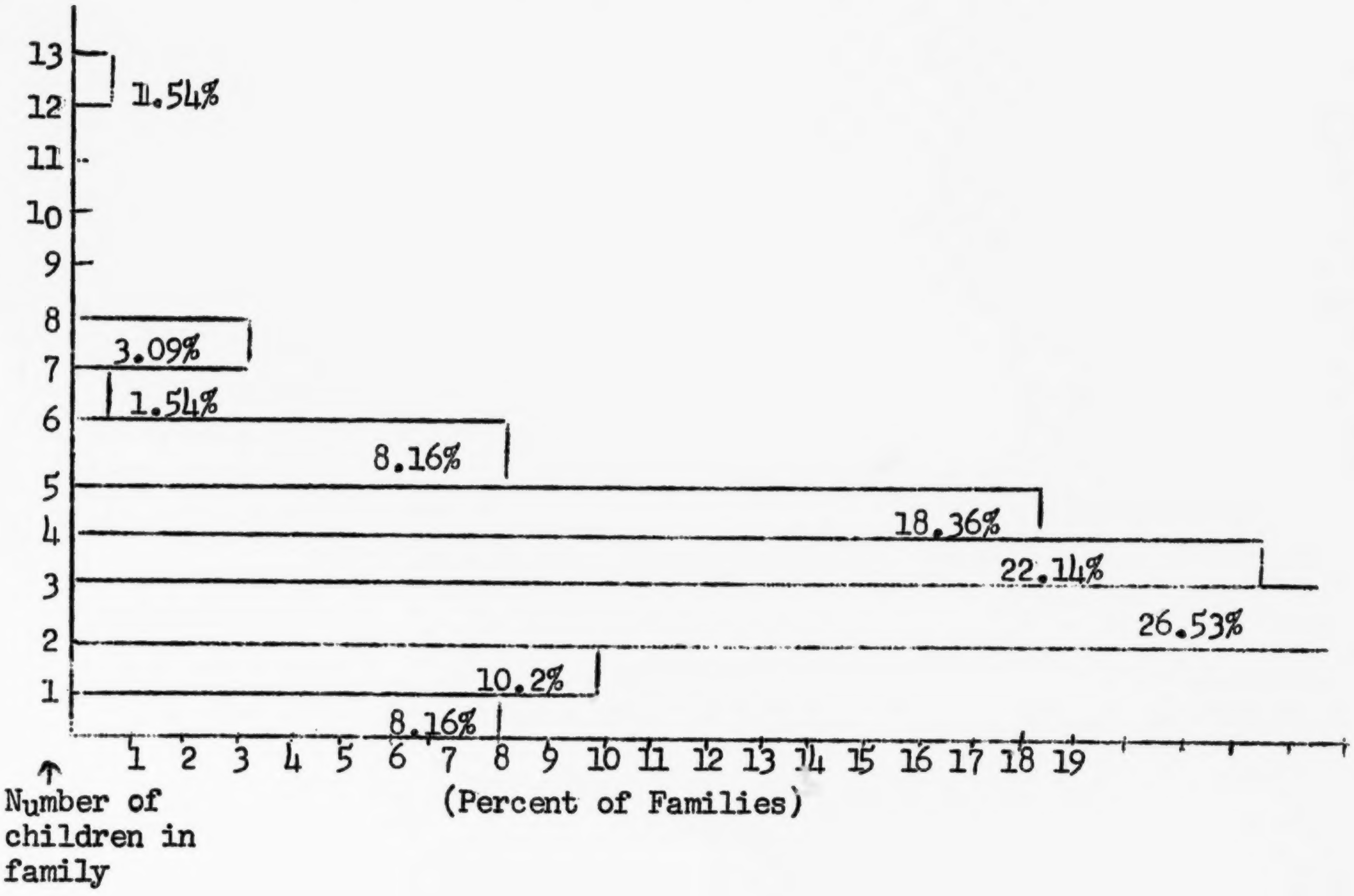


Unspecified 22.1%

HOME OWNERSHIP OF PARENTS OF PARTICIPANTS



NUMBER OF CHILDREN PER FAMILY UNIT



B. Personnel Training

1. Leadership Training for Administrators

Two administrators, (Christine Young, the principal, and Teresa Beattie, assistant principal), attended a session of the National Training Laboratory at Bethel, Maine, from July 25 to August 6, 1965. Fifty school administrators participated in the two-week training program.

As stated in the brochure:

> "A training laboratory is a twentieth century response to complex human problems. It is the product of collaboration between educators and behavioral scientists. The summer laboratories bring to administrators a vivid experience in personal growth and unique resources for planning in-service staff training. They enable participants...
>
> ____ to work with distinguished behavioral scientists
>
> ____ to become acquainted with recent research findings
>
> ____ to acquire interpersonal, group, and organizational skills
>
> ____ to gain insights into self
>
> ____ to redesign in-service staff training
>
> ____ to achieve greater faculty involvement in educational planning
>
> ____ to build more effective administration teamwork."

During the first week, the group was organized into five T groups with ten participants and two trainers. The T group is formed for individual learning purposes. Subject matter for study is created and analyzed by the members and not interpreted or "fed" by a teacher. Learning is a group task;

the trainer does not deny the members the experience of creating and maintaining the group. This is often a difficult and anxiety-producing experience.

The group process was analyzed and discussed as the activities progressed. Subgroups were formed to meet occasionally for evaluation of the progress of the T group or to consider the more individual problems.

The second week's activity was planned to give opportunity for practical application of the group processes learned during the first week. The group was organized into two school districts. Each was to plan an in-service training program for the teachers of their district. Many problems developed but each person was given some opportunity to pursue the answer to a "back home" problem.

One of the participants studied the need for parental involvement in a program for disadvantaged youth. Research was reviewed and consultants interviewed to determine the experiences encountered by others who had been faced with the problem. In all cases cited the degree of parent involvement was directly related to the learning of the students. The best example cited was the Higher Horizons program in New York.

SUMMARY

The laboratory provided the atmosphere for self-analysis of methods and objectives; it provided opportunity for frank appraisal of personal characteristics which have a great effect on human relations.

Great emphasis was placed upon teamwork for the improvement of education. The necessity of total commitment of any group to tasks at hand was stressed. Participants in the laboratory were challenged to develop great sensitivity to others' reactions to them.

NTL'S basic purpose is to help its participants gain the skills of working effectively with others.

2. Preschool Workshop

STRUCTURE

The structure of the workshop was organized around four major areas: (1) Psychological Principles, (2) Sociological Foundations, (3) Curriculum Development and Activities, and (4) Local Conditions and Programs. Twenty-five members of the faculty participated in the three-week workshop which was held daily on the University of Miami campus under the direction of Dr. Harry O. Hall. The library facilities of the university were available to the members of the workshop and audio-visual materials and equipment (film projectors, filmstrip and slide projector, overhead projector, record player, and tape recorder) were accessible for use in the main conference room. Small group discussions were held in convenient areas directly connected to the main conference room.

ATTENDANCE

Attendance for the three-week period was excellent in that, of the twenty-five members, only three missed one day each and a fourth member missed one-half day. (Some of the participants traveled as much as thirty-five miles daily to attend.)

PSYCHOLOGICAL PRINCIPLES

The major portion of the workshop was spent studying the psychological principles for teaching disadvantaged students.

This part of the study, under the direction of Dr. B. J. Paschal, covered two weeks daily in the forenoon. Because the objectives and activities of this part of the workshop carried over into, and to a great degree affected the other areas of the workshop program, the major topics presented and discussed are noted below:

A. Authors: The convenience of the university library facilities made possible extensive, related readings by the members of the workshop. As the program progressed, discussions were injected with referrals or quotes from a variety of authors, among which were Riessman, Bloom, Silberman, Mouly, Goodman, Carl Rogers, Kephard, Bruner, Conant, and Piaget. Bibliographies were developed for future reference.

B. "Handouts": Because of the limited time available and to facilitate later reading and discussion, a number of mimeographed handouts were distributed to the group. Several of these vital and related topics are listed below:

1. Speeches from the American Personnel and Guidance Association Convention:
    a. "The Negro Students' Cultural Milieu"
    b. "Counseling the Culturally Different Adolescent"
    c. "Motivating the Adolescent in a Poor Neighborhood"
2. The Higher Horizons Project
3. Paragraphs from Bruner and Niemeyer
4. A paper discussing a math project for disadvantaged by Drs. Paschal and Folsom

5. A paper by O.K. Moore: "Three-Year-Olds Learn to Read"
6. Baxter and Ash on "... adjusted and maladjusted teachers" and their effects on pupils
7. Intellectual Development by Dr. Paschal
8. Principles of Motivation
9. Principles Concerning Incentives
10. The Act of Learning

C. Verbal Influence: A discussion in this area pointed out the comparison between "indirect" teachers (made greater use of student comments...longer, more extended questions) and "direct" teachers (more discipline problems...invited resistance...lower achievement).

D. The Self-Concept: An extended presentation on how the self-concept is developed, how it is maintained, how it is changed, and how it relates to achievement and the fact that there is a psychological need for achievement.

E. Needs: Major points in this unit centered around the fact that behavior is caused, and it is goal orientated or purposeful; that there are physiological needs (primary, biological, and organically induced) and psychological needs (secondary, learned, and social); that there are additional needs of the disadvantaged such as (1) the need for a chance, (2) the need for hope, (3) the need for a positive self-concept and (4) the need for special teachers, special materials, and special methods and techniques.

F. Essential Aspects of Learning: This topic development presented the essential aspects of learning in the following order: want something, notice something, get something, anxiety, and tension. Motivation and Frustration were discussed under this topic and included the cyclic process of motives, motivation, and behavior, plus detailed attention to the Basic Concepts of Motivation.

G. Mental Retardation: A general study of the Educable, the Trainable, and the Custodial as well as a discussion of IQ and mental age and the opportunity (by age) to develop intelligence.

H. The Concept of Intelligence: Background and concepts discussed with particular attention to such items as (1) Developmental, (2) Stability, (3) Age, (4) Loss of Development, and (5) Extreme Environments.

I. The Slow Learner: Particular attention to what a slow learner is, what to expect of him, and the relationship between self-concept and achievement.

SOCIAL FOUNDATIONS

The second major area of the structure of the workshop was "Social Foundations" under the direction of Mr. Harold McMullan, (Dade Junior College). Presentations, discussions, and group meetings in this area were held for the first two weeks of the workshop in the afternoon. The major topics, presentations, and activities of this area are briefly listed below:

A. Keynote Address: An extended lecture and discussion period on "The Negro Today — Background, Frustrations, What We Can Do" by Dr. Charles Smith, Florida A & M University.

B. Organization and Social Goals of Education: A major presentation by Mr. McMullan giving a general coverage and review of sociological foundations and class groupings.

C. Films: A presentation of films applicable to the workshop, each followed by discussions ("Portrait of the Inner City" and "Portrait of the Inner School").

D. Interview Panel: The panel consisted of four Negro students, two boys and two girls, who were recent graduates of the Dade County Public School System. One of the members had previously attended an integrated school before returning to a Dade County school. They each spoke of their ideas and impressions toward integration and probable interests, attitudes, and problems of students new to South Miami Junior High School. Their presentations were followed-up by general questioning by members of the workshop.

E. Tape Recordings: The participants listened to an extensive lecture by Dr. Frank Riessman, noted author in the field of the "Disadvantaged" or "Culturally Deprived." Discussion followed this presentation.

F. Discussion Groups: The workshop participants divided into two major groups for periodic discussions held during the afternoon sessions. One group consisted of the faculty members who would be directly connected with the seventh-grade program; the other group represented grades eight and nine. Administrative staff members were assigned to each of the groups.

G. Field Trip: A field trip in and about the new attendance area was arranged for the workshop participants so that they might better know and appreciate the home environment status of incoming students of South Miami Junior High School.

H. Implications: A summary discussion was held to re-establish objectives and goals of the program and the understandings and feelings of the group as they relate to the general faculty, the specific subject areas, and the student body.

CURRICULUM

The third major area of the structure of the workshop was devoted to Curriculum Study under the direction of Dr. Theona McQueen. Dr. McQueen directed the morning sessions of the third week. Participants divided into subject area groups (approximately six members per group) to work on the development of curricular objectives or goals plus discussion of methods and techniques which would enable them to approach these goals. Particular attention was given to the evaluation of available teaching materials appropriate for this particular study group. In addition, participants examined catalogues, brochures, and other sources in an effort to become familiar with up-dated materials for evaluation and instruction. Throughout the study, participants were constantly aware of the fact that one of the major purposes of the year-long program was to develop a curriculum which would satisfactorily meet the needs of South Miami students who were "subcultural" and "disadvantaged." At the same time, the participants were challenged to provide course content which would enable these students to adequately meet the demands of the senior high school and society in general.

LOCAL CONDITIONS

The afternoon sessions of the third and last week of the program were directed toward a survey of local conditions and programs. This area of study was under the direction of Mr. Martin D. Kavanaugh, Assistant Principal, South Miami Junior High School. Several presentations given during this part of the workshop had common objectives: familiarization with local program structure; develop an understanding of what is now being done; and seek insight into what plans could be made for the next school year. The presentations are briefly outlined below:

A. Mr. Gill Johnson, county reading supervisor, discussed general conditions today as related to the reading problem, and the "Continuing Education Program," a county workshop for teachers of schools with multi-cultural and/or disadvantaged student population.

B. A panel presentation and discussion: panel members were a principal of a junior high school having a multi-cultural student population; an assistant principal of guidance from a multi-cultural junior-senior high school; and an assistant principal from an all-Negro junior high school. The panel members discussed programs, projects, problems, and projected ideas for the coming year.

C. A presentation by the principal of a junior high school with an integrated faculty and all-Negro student body. Of particular interest were his evaluation of test scores in relation to achievement; the use of a language laboratory; and modular scheduled classes.

D. A presentation of a filmstrip (with record) entitled "Focus on the Individual" which pointed out the possibilities of various scheduling techniques which can help the school to better serve the student population. (A variation of one of these programs was developed and initiated at South Miami Junior High School.)

E. The final presentation was an analysis of prospective incoming seventh-grade students. School performance, teacher recommendations, test data, and anecdoted records were studied and presented to the workshop participants by the South Miami Junior High School counselors.

EVALUATION

The workshop concluded with a general discussion of progress in relation to objectives and goals and an evaluation period. The summary evaluation indicates that objectives were met in the following areas:

A. Change in Teacher Attitudes: Evaluation of attitudes seems to indicate that the workshop participants recognized and identified with the problems of the disadvantaged. Participants took an objective look at the values of the middle class (family structure, etc.) and reinforced their appreciation of the values of all cultures. There was an abandonment of reliance on I Q as the sole measure of potential, and a belief developed that any student could probably learn and that any subject could be taught in an intellectually honest form at any level.

B. Growth in Understanding: There was an understanding of background problems; of popular characteristics; of home environment; and of the occupational outlook of the culturally deprived. There was a reinforcement of an understanding of the psychology of all children specifically in areas of achievement, belonging, and status in view of their backgrounds.

C. Stimulation: Workshop participants were stimulated to find new methods which would bring success to their students, to rejuvenate all teaching by finding more ways to provide concrete experiences which would lead to discovery of generalizations; to read and improve as professionals; and to help other teachers find this teaching feasible in their classrooms.

D. Learning: Participants investigated new curriculum materials; reviewed projects done elsewhere (Dade County, New York, St. Louis, etc.); and extracted ideas which appeared applicable and feasible to their particular program. Aims and objectives were outlined and activities developed which would implement these objectives. In self-evaluation of the workshop, the participants noted the following points as additional highlights:

1. The professional approach and attitude in evidence

2. The camaraderie which developed as members worked toward common goals
3. The depth of the "free discussion" sessions
4. The variety of types of exposure received as a result of participating in the workshop (consultants, directors, panel groups, etc.)
5. The small group discussion units
6. The facilities available
7. The very fact that a workshop of this type was made available.

A statement at the conclusion of the workshop by one of the members summarized the general attitude of the participants: "Stop and think where we would be; what mistakes we would have made; what time we would have wasted if we had not had the experiences of this workshop."

3. In-Service Workshop

Introduction

The In-Service workshop was designed to help the selected teachers develop and evaluate the experimental curriculum. Suggestions for improvement were solicited from visiting consultants, neighboring school staff members, and project consultants. The following is a calendar of the activities undertaken by the workshop participants.

September 18, 1965

This time was spent reviewing and analyzing the test scores of tests administered to the special group under study. Strengths and weaknesses were discussed in reference to the development of an appropriate methodology and curriculum.

Under the direction of Dr. Harry O. Hall of the University of Miami, the group discussed and practiced the development of specific objectives. The point in question was that all our teaching should be focused on a behavioral objective which could be identified and specified prior to the actual development of any curricular content.

September 30, 1965, South Miami Junior High

Dr. Diamond met with the workshop group to discuss the basic ideas of programmed materials and an outline of the number of meetings in the course. (See Appendix B for schedule.)

October 7, 1965, South Miami Junior High

Dr. Richard Carner, reading consultant from the University of Miami, lead the discussion of the group on the results of the informal reading inventory and how this information should be used. He reminded the staff that all instructional materials should be kept at the reading level of the students. He strongly criticized teaching machines and other mechanical devices. He saw no use for traditional or formal grammar, and strongly advocated an individualized approach considering the specific needs of each pupil.

October 16, 1965, University of Miami

Dr. Diamond gave a panoramic view of transparencies and the many types of projectors, relating the strengths and the weaknesses of them. He showed various types of overlays used for teaching and for testing.

A tour of the facilities of the University of Miami audio-visual department was made and then the staff was instructed on lettering techniques and transparency production.

Participants were asked to read Mager's book; sketch a rough draft of a transparency; and state objectives for the transparency.

October 21, 1965, South Miami Junior High

Individual conferences with Dr. Diamond and his staff about the validity of our objectives were held. Most statements were changed considerably.

Individual conferences were also held about the transparency participants would make.

November 4, 1965, South Miami Junior High

Transparency production continued.

More conferences, more work toward a finished product.

November 13, 1965, South Miami Junior High

A special presentation by the Thermo-Fax Company was made to introduce the group to all the various uses of the thermo-fax machine for the development of teaching aids.

The rest of the time was used to develop materials to be used for the classroom. Some members made special tape recordings to be used by the students. Others read, analyzed, and developed guide questions on books to be read by the experimental group.

November 18, 1965, University of Miami

Under the direction of Dr. Diamond and his staff, each member of the workshop processed and mounted one or more transparencies.

December 2, 1965, University of Miami

Transparency of each person was processed; color was added;

and overlays were mounted. Finished product was placed on overhead projector for inspection by staff.

Discussion of programmed learning, writing programs, and developing objectives followed.

A first draft of a program was assigned.

Rewrote objectives and improved program format with help of staff and Dr. Diamond.

January 13, 1966, South Miami Junior High

Completed program; assembled it; and field-tested with experimental group.

January 29, 1966, University of Miami

Presented a showing of transparencies and finished programs with comments of experiences with field-testing; amount of time required by students; reaction of students; and an evaluation of the usefulness of the finished products.

February 3, 1966, South Miami Junior High

Mrs. Dorothy Arthur, a counselor in the Higher Horizons program, discussed the needs of disadvantaged youth and ways to meet these needs. As a result, the group formed two committees to draft plans to involve parents and to acquaint the disadvantaged with the community through field trips. (See Appendix C for full report.)

February 19, 1966, South Miami Junior High

A general planning session. All that had been done was reviewed with the idea in mind of evaluating what had been accomplished and what should be done with the remaining time.

Additional time was used to develop materials for the experimental group. More tapes were prepared; books were previewed and summarized; and more word lists edited for the reading classes.

February 24, 1966, South Miami Junior High

Dr. Carol Burnett, a consultant from Rollins College, Winter Park, Florida, spent a day visiting the classes in the curriculum project. Strengths, weaknesses, suggestions for improvement and extensive material sources were discussed in a general meeting. (See Appendix D for full report.)

March 10, 1966, Southwest Senior High

A workshop session was held at Southwest Senior High School to acquaint teachers with the vocational offerings of that high school. All vocational shops were visited under the direction of the assistant principal for vocational education.

March workshop meetings were cancelled to permit participants to develop field trips and hold parent conferences.

April 14, 1966, South Miami Junior High

A team of six teachers from Richmond Heights Junior High School visited for an entire school day and then met with the members of the workshop to discuss the strengths and weaknesses of the program. (See Appendix E for full report.)

April 16, 1966, South Miami Junior High

During this session, the members of the workshop worked on writing of the final report to be submitted at the end of the year.

April 28, 1966, South Miami Junior High

A panel of teachers from Miami-Edison Junior High School visited the classes of the workshop group of students during the day.

The panel visited both academic and enrichment areas of this seventh-grade group. The panel commented on observed strengths and weaknesses of our program. (See Appendix F for full report.)

May 5, 1966, South Miami Junior High

A student panel made up of three Negro girls, three white girls, and one Negro boy, all from South Miami Junior High School, met with the participants in the workshop. The topics for the panel were the problems of the student in an integrated school, their likes, and their dislikes.

The panel felt that the problems were fewer than expected, and that most white children and teachers were sympathetic and helpful. One important point made by the Negro students was that to be treated fairly was most important to them, especially in discipline.

May 21, 1966, South Miami Junior High

Dr. Robert Hendricks, consultant from the University of Miami, spoke to the participants about progress in the field of science, and its importance in today's world. He suggested ways, materials, and methods in science which could be related to the language arts.

Mr. Ralph Robinett discussed the language problems of older children, and those in the curriculum project in particular. Four major areas were covered:

a. Language and attitudes toward language

b. Language learning

c. Materials to be mastered

d. Teaching of language

May 26, 1966, South Miami Junior High

For final in-service session, the group in the workshop met to discuss the comparisons of the pre- and post-test scores of the children in the curriculum project. The results were excellent.

Additional time was spent working on the final report.

June 13 through 17, 1966, South Miami Junior High

Dr. Carolyn Garwood, guidance specialist from the University of Miami, worked with the participants on group guidance and group counseling techniques. (See Appendix G.)

Other activities included work on the final report; analysis of test results; and final program evaluation.

C. Related Activities

1. Guidance

Recognition was given to the fact that guidance activities must be a basic consideration and tool in the development of any curriculum. Counseling and testing formed integral parts of the program.

Objectives and activities on which our program was based are outlined below.

a. Counseling

Objectives

(1) Evaluate student potential

(2) Assist teachers in understanding the students and their needs

(3) Provide early individual counseling

(4) Provide opportunities for students and parents to identify with their new school

(5) Identify and recommend special placement of students

(6) Determine placement of students with special needs

Procedures

Activities regularly performed by the guidance department were recognized as being especially important for the selected group of disadvantaged students. The following are activities that were performed as a part of the guidance function:

(1) Group orientation given on new school's rules and regulations

(2) Provided orientation materials for basic education teachers to use in classroom setting

(3) Involved students in assembly program on school spirit

(4) Provided homeroom guidance programs on study habits

(5) Assisted librarians in stocking and featuring related books and materials

(6) Developed extracurricular clubs based on student interests

(7) Discussed and re-evaluated school's Teen-Age Code

(8) Gave early counseling interviews with students and follow-up interviews as needed

(9) Gave midyear evaluation of student progress and discussed individual student achievement with feeder school personnel

(10) Reviewed standardized test results with feeder school personnel

(11) Divided students into subgroups based on test results

and actual achievement

(12) Reviewed test results with school personnel

(13) Provided educational and vocational planning on individual basis with students and parents

(14) Did psychological evaluations of certain students

(15) Audiometric and telebinocular testing and referrals were made to community agencies as needed

(16) Used school resources such as free lunch program, physical examinations, and Parent Teachers Association's Student Welfare Fund

(17) Used school resource personnel such as visiting teacher, public health nurse, and school psychologist

b. Testing

Objectives

(1) Determine level of pupil achievement

(2) Determine proper class placement of students

(3) Identify areas of students' strengths and weaknesses

(4) Measure individual growth from the beginning to the end of the year

The guidance department assisted in the administration, scoring, interpretation, and tabulation of the results of the standardized tests given to the selected group. Tests administered to the group were the Informal Reading Inventory, the Peabody Picture Vocabulary Test, the Sequential Tests of Educational Progress, the School and College Ability Test, the Metropolitan Achievement Tests, and the Self-Concept Test.

c. Parent Relationship

Objectives

(1) To acquaint parents with the school and its program

(2) To develop greater parental interest in student's academic achievement, social adjustment, physical development and emotional well-being

(3) To acquaint parents with procedures for home and school communication

(4) To provide opportunities for parents and school personnel to informally discuss and study mutual problems in guiding adolescents

Efforts were made to involve the parents of the children in the educationally deprived group in school and school-related activities. At the beginning of the school year, evening parent discussion groups were established for the purpose of familiarizing the families with the school program and to outline special activities. It was felt that if the parents were encouraged to support school activities at home, the child's academic progress would be enhanced. Group discussions were organized and films were shown on such topics as discipline and child growth and development.

During the second semester, faculty members attempted to make individual home contacts. Parents were contacted by telephone or personally and invited individually into the school.

Observations

A great deal of difficulty was experienced in getting parents to participate in group activities. Parents were hard to contact due to unusual work schedules and the lack of telephones in the homes.

Recommendations

(1) Group guidance, particularly involving Negro girls, would

be beneficial.

(2) Efforts should be continued to establish better home-school communication.

(3) A Negro guidance counselor should be available on the staff.

(4) Attempts should be made to bring before such groups of culturally deprived students successful Negro leaders in all areas of endeavor. This should serve to stimulate vocational and educational interests and aspirations.

2. Field Trips

Before any program was decided upon, a study of the environmental background of the culturally deprived children in the experimental group was undertaken. A large deficit in experiences beyond their own community was found. The children needed to broaden their horizons and get insight into opportunities available in the larger community.

To create greater interest in educational, occupational, and recreational experiences that would enhance their cultural development, small group field trips were planned. Some were done during school hours while others were on Saturday or after school.

Objectives

a. The student should widen his experiential background.

b. The student should be able to expand his natural interest by personal observation of educational, occupational, and recreational opportunities in his county.

c. The student should involve his family unit in similar activities.

Procedures

a. The staff compiled a list of possible field trips which were suggested by the students and working members. Both recreational and educational sites were selected.

b. A committee of staff members was appointed to coordinate and administer the field trips.

c. Staff members volunteered to use their private cars for transportation to facilitate greater interaction between students and teachers.

d. The first two trips were taken by all students and staff involved in the project so that students and teachers could become better acquainted with each other; thereafter, field trips were taken on basis of personal interest.

Field Trips

City Hall: The first trip taken was to the South Miami City Hall which was in connection with a study unit on city government. Upon arrival, the students were given introductory talks by the mayor and city manager, and a tour of the offices of the various departments in the building such as police, zoning, finance, fire, and so forth. It was hoped that this experience would enable students to better identify with and appreciate public services in the community.

Everglades National Park: A forest ranger who had visited the group at school beforehand met them and conducted the park tour. Several self-guided tours at other stations within the park were taken and at one station, the last stop, a picnic lunch was served.

Miami Beach: Many students had never been to this area which is basic to the economy of the county and state. The groups left the school in the late afternoon and drove on Collins Avenue to view the hotels, motels, and beaches. Two of the groups took a tour of the Fontainebleau Hotel, one of the largest on the beach.

Port Everglades: Upon arrival, a film was shown about the port and its functions, followed by a question and answer period. Job opportunities that would be available to high school graduates were pointed out.

International Airport: A supervisor conducted the group through the terminal, hangers, the control tower, and customs. Through this experience, the students learned the importance of the educational and vocational training afforded them in school.

Crandon Park Zoo: Students were able to see some of the free recreation available to them and their families. Some commented that they would like to come back with their parents.

Miami Seaquarium: From the main tank where the show started, the group followed a tour through the Seaquarium where many varieties of fish and other aquatic animals could be seen. This was a trip to enrich the students' knowledge of sea life.

Monkey Jungle: The children seemed to enjoy this trip most of all. They were able to feed, play with, and make the monkeys perform. Even after four hours, it was difficult to get the children started home.

University of Miami: A group of University of Miami students who worked as teacher-aides with the project took some of the students to the university campus. The Student Union with its Olympic swimming pool, air conditioned study rooms, and luxurious furnishings impressed the students most of all.

Conclusions

a. Students could have profited more educationally and culturally had the field trips started earlier in the year so that more and a greater variety of experiences could have been arranged.

b. Participants were too lax about being prompt in arriving at the appointed place for departure.

c. The effectiveness of this endeavor was seen in the enlarged life-space of each student.

d. Personal and social relationships between students and faculty were strengthened through use of private cars for transportation on each trip.

Recommendations

a. Field trips should be made an integral part of the project for next year.

b. A committee to plan and coordinate the field trips should be selected very early after school opens.

c. Trips to be offered and appointments for them should be the committee's first concern.

d. Students and faculty should participate in field trip selection.

e. The committee should hold meetings with the staff members responsible for each of the trips.

f. When appointments have been made for the place to be visited, faculty-sponsors should have a preplanning session with the students assigned them to prepare the students for the trip and their responsibilities related to it.

g. A picnic with lunch and games for all faculty and students should be made a part of the first field trip.

h. Private cars for transportation should be utilized, if possible.

i. Staff members should be responsible to the committee for a written summary of trips taken.

j. Funds should be provided to pay expenses for the field trips, including pay for the sponsor.

3. After-School Student Activities

Staff members were cognizant of the fact that students need a feeling of belonging to the total school program and concluded that extracurricular activities could help meet this need. Various activities which involved greater pupil participation and interaction were promoted.

Objectives

a. To provide a variety of activities aimed at promoting the feeling of being a part of the total school program

b. To place the students in close contact with the rest of the student body; this contact was to be a relaxed manner, outside of the restricted discipline of the classroom

c. To develop a greater interest in the areas of academic learning

d. To develop a closer understanding between faculty and students

Some of the activities offered in the after-school program were:

a. Interest clubs

b. Athletic intramural program

c. Get-Acquainted party

d. Individual and small group activities in game room

e. Student council activities

f. Clubs in special areas

Procedures

Interest clubs were organized for the seventh grade on the basis of a survey of interests. The survey indicated interest in these areas: tennis, horseback riding, science, pool, billiards, photography, and fishing.

These clubs met when it was convenient for the group and met at the places where the activities were to take place.

a. The after-school athletic program was primarily an intramural program for boys, although several softball games were scheduled with other schools for the girls. The largest group of participants in the after-school activities was composed of the culturally deprived students. These boys took a strong interest in the athletic program and were quite successful. The programs offered were baseball, football, volleyball, soccer, and track and field.

b. A track and field day was held for boys and girls at the end of the year. There was active and enthusiastic participation from all students, especially the culturally deprived group. The interest shown by the girls in the softball games was very rewarding.

c. A Get-Acquainted party was sponsored by the Student Council at the beginning of the school year. It was hoped that the students would become involved in activities together and would come to know each other outside the classroom. Group singing and games, music, dancing, and ping-pong were provided for the students.

d. After-school activities were provided through the Community School program. In this program the school plant is used for all manner of activities after the regular school day. A special room and the cafeteria are used for individual and small group games. The culturally deprived group made great use of these activities.

e. The Student Council and other school clubs sponsored various activities in which all students participated, either as active participants or as spectators of the activity. Activities such as the Orange and Green week involved all students. During this week, all homerooms were divided into two teams. The rooms were decorated; a dance was held; a football game and pep rally involved all the student body. This gave all students the opportunity to work on a common project with the object to win recognition for their team and homeroom. Other activities which the students became mutually involved in were "sales" held after school by various clubs. These "sales" brought students together to work on a common project.

f. Regular school clubs available to all students were: Spanish Circle, National Junior Honor Society, Student Council, Music Club, and Drama Club. In these special area clubs, all students who meet the requirements or who have special interests were eligible to join.

Results.

It was felt that the after-school program was highly successful in helping the students achieve a feeling of social acceptance.

The culturally deprived students were the largest group of participants in the described programs. The athletic program and the individual games after school provided opportunities for all students to associate with each other on an equal basis. This association greatly helped the culturally deprived student as it gave him experiences with all students regardless of background or economic level.

The athletic activities produced tangible results in that many awards were received by the students in the culturally deprived group. One of these students won the "Outstanding Athlete" award in the seventh grade.

The faculty felt that the results of the afternoon activities were significant in helping assimilate the special group into the total school program. After working with a group of culturally deprived students for a year, the faculty felt this group needed a great deal of social acceptance, and they showed a need to "belong" or identify with the school. As this need was met, the classroom achievement was improved, and the students became more involved in the total school program. A good comparison could be made between the boys and the girls in the culturally deprived group: the boys seemed to make a better adjustment to the school program than the girls, and it was felt that some of the good adjustment made by the boys was due to the extensive after-school activities offered. The girls' program was not as extensive and for this reason, it was felt that the girls did not identify with the total school program. Noting this apparent lack in the program, a more extensive program will be planned for the girls in coming school years.

One of the most positive results obtained by the after-school activities was the association of student and faculty members, especially the culturally deprived students who seemed most interested in participating. These students obtained much in the association with faculty members outside the classroom.

It was felt that an excellent beginning had been made in the area of helping culturally deprived students achieve a sense of identification with the total school program. The after-school activities program should be expanded into areas which all students can participate in.

Recommendations

a. A planned program of athletics which would include the individual sports as well as the seasonal team sports.

b. A program should be planned which would incorporate the areas in home economics and aim at correcting the standards of dress and behavior for all girls but especially the Negro girl. This activity should include demonstrations and experimentation with cooking, dress designing, and hair styling. Participation should be elective and several activities should be in progress at the same time.

c. A program should be provided for boys using the area of industrial arts in a similar manner that home economics was used for the girls.

d. After-school activities should be planned as something special and encouraged school-wide. Two meetings a month should be sufficient.

4. Teacher-Aides

After the project was under way, it became obvious that the regular reading classes were too large. With such wide range of instructional levels, it was not possible to give the needed individualized instruction. To help solve this problem, a tutorial program was organized using teacher-aides in Educational Psychology from the University of Miami. Twenty-nine aides were scheduled to assist in all subjects which emphasized language development. The aides were to work with individuals and groups of not more than five students. The teacher-aides volunteered over sixty-five hours per week or nearly one thousand hours of student contact during the Spring semester.

An orientation session was held during which the teacher-aides were given guidance in the following areas:

a. Understanding of the disadvantaged child

b. Appropriate techniques for motivation

c. Reading instruction

  (1) Symptoms of difficulties

  (2) Pointers on teaching word attack and comprehension skills

d. System for evaluating students

Subsequent monthly sessions were held to further discuss principles of learning, motivation, and techniques of reading instruction. The teacher-aides were supervised by the school reading specialist and the psychologist in the project.

The Teacher-Aide program proved to be one of the most valuable features of the project. All of those involved agree that its benefits were far-reaching. Visiting teams of teachers and administrators were extremely enthusiastic and high in praise of this operational procedure. Specific details concerning involvement of teacher-aides in the reading program are included in Appendix H. Plans are now in process to expand this tutorial program to include approximately ninety teacher-aides and incorporate it in the curriculum plans at all levels for the coming school year.

D. Areas of Study

1. Introduction

Overview

The South Miami Junior High School Pilot Curriculum Project represented an attempt to design a curriculum which would effectively meet the most crucial academic and developmental needs of a selected group of culturally disadvantaged seventh-grade pupils. Data from standardized tests of academic potential and achievement, non-projective personality inventories, the "expert" opinion of a variety of specialists were the principal sources of information used to determine the most evident areas of weakness. Extensive use was made of literature dealing with the characteristics of youth from impoverished homes and neighborhoods in formulating the specific objectives of this project. It was necessary, also, to borrow heavily from the generalizations of discipline closely related to education, especially psychology, sociology, and anthropology.

Members of the staff proceeded on the assumption that a satisfactory curriculum must meet the following minimum conditions:

a. Make adequate provisions for developing facility in handling the basic skills of communication which include reading, writing, listening, and speaking.

b. Decrease the general cultural deficit and promote the development of positive attitude toward "self."

c. Raise the general level of aspiration and develop positive attitudes toward academic learnings.

d. Facilitate social acceptance by peers.

e. Be based on sound principles of learning.

General Instructional Objectives

A synthesis of the data gathered from the sources referred to above led to the formulation of the following objectives for the project:

a. To increase facility in handling the basic tools of communication

b. To broaden interests and develop more favorable attitudes which will lead to wider reading

c. To guide perceptual activity so that it will result in formation of meaningful concepts

d. To provide experiences designed to improve auditory discrimination

e. To provide experiences designed to develop speech habits that more nearly conform to standard English usage

f. To provide experiences which will yield adult models with which disadvantaged pupils may identify

g. To enrich general cultural background

h. To promote the development of positive feelings of self-esteem

1. To nurture the development of positive attitudes toward the pursuit of personal improvement

Structure of the Program

The fifty pupils chosen for the special study were distributed throughout the twelve seventh-grade homerooms so that they would have contact with other boys and girls in the school. The remainder of the schedule was as follows:

Periods: 1	2	3	4	5	6
Boys - Shop Girls - Home Ec.	Basic Education			Phys. Ed.	Basic Math

A special program was developed in shop and home economics somewhat different from a traditional program. Basic education was for three periods and emphasized the language arts with science and social studies for content. The reading, art and general music teachers worked with the basic education teachers as a team. The pupils were in physical education with four other sections. The mathematics teachers cooperated with a special county program for basic mathematics, but some innovations were added by the South Miami teachers. In all areas, some new techniques and new materials were developed especially suited to the experimental group.

Fifteen hours per week were allocated in a block arrangement for the development of language skills. However, two of these hours were to provide enrichment experience in music and art. These fifteen hours were subdivided into sixteen thirty-minute modules and seven fifty-five minute standard class periods.

Although the schedule was adjusted from time to time, the general weekly time allocations were as follows: (See Appendix I for detailed schedule.)

a. Basic reading skills	4	1-hr. periods	4 hrs.
b. Independent reading	3	½ hr. periods	1½ hrs.
c. Mechanics of writing	4	½ hr. periods	2 hrs.
d. Speech correction and oral communication skills	2	½ hr. periods	1 hr.
e. Small group discussion	3	½ hr. periods	1½ hrs.
f. Basic library skills	2	½ hr. periods	1 hr.
g. Total group presentation	1	1-hr. period	1 hr.
h. Music enrichment	1	1-hr. period	1 hr.
i. Art enrichment	1	1-hr. period	1 hr.
j. Listening skills	2	½ hr. periods	1 hr.
		TOTAL	15 hrs.

2. Language Arts

General objectives for the students in language development:

a. To broaden interests and develop favorable attitudes which will lead to wider reading

b. To raise achievement level by diagnosing learning difficulties of each individual and by providing, according to his needs, a systematic or a functional approach to improvement

c. To evaluate the following through informal tests and inventories:

    (1) Reading level

    (2) Listening comprehension level

    (3) Vision and hearing

    - (4) Visual and auditory perception
    - (5) Knowledge of phonics
    - (6) Syntax and pronunciation
    - (7) Test of learning methods
    - (8) Handwriting and spelling ability

d. To guide perceptual activity so that it will result in formation of meaningful concepts

e. To provide a program based on knowledge and insights regarding the child's personal-social development as well as his expressed area of interests (Interest inventory)

f. To stress improvements of auditory discrimination, vocabulary, pronunciation, syntax, and written expression through the use of language experience techniques

g. To evaluate progress periodically and guide accordingly

Specific Language Skills To Be Developed

a. Listening Comprehension

    - (1) Recognizing main idea
    - (2) Noting details
    - (3) Determining sequence
    - (4) Detecting inference
    - (5) Drawing conclusions
    - (6) Predicting outcomes
    - (7) Following directions

b. Speaking

    - (1) Awareness and understanding of speech levels
    - (2) Correct use of standard informal English
    - (3) Correct pronunciation

    - (4) Clarity and good sequence in expression of ideas

- c. Reading
    - (1) Word recognition
        - (a) Use of context clues
        - (b) Application of phonic skills
        - (c) Use of structural analysis
        - (d) Knowledge of language structure
        - (e) Dictionary skills
    - (2) Assimilative reading
        - (a) Identifying main ideas
        - (b) Remembering details
        - (c) Recalling sequence
    - (3) Critical reading
        - (a) Evaluating relevancy and adequacy
        - (b) Using inferences to arrive at conclusions
        - (c) Evaluating attitudes
        - (d) Predicting outcomes
        - (e) Interpreting humor
        - (f) Interpreting figurative language
        - (g) Interpreting propaganda techniques
    - (4) Interpretation of punctuation
    - (5) Oral reading
        - (a) Interpretation of mood
        - (b) Intonation stress and juncture
    - (6) Ability to remember ideas gained from reading and to use them in a new situation
    - (7) Vocabulary development through:

- (a) Language-experience activities
  - 1. Field trips
  - 2. Guest speakers
  - 3. Audio-visual aids
- (b) Directed reading activities
- (c) Independent reading activities
- (d) Expansion of sight vocabulary
- (e) Knowledge of various uses of words
  - 1. Denotation and connation
  - 2. Levels of abstraction
    - a. Indexing
    - b. Classification
  - 3. Shifts of meaning
  - 4. Definite and indefinite terms

(8) Study Skills

- (a) Stating problem or purpose
- (b) Identifying and using various reference materials
- (c) Locating information relevant to a specific purpose
- (d) Evaluating relevancy of information to a question
- (e) Organizing information and summarizing
- (f) Note taking
- (g) Outlining
- (h) Following directions

d. Writing

- (1) Writing of sentences and paragraphs from dictation
- (2) Supervised writing activities to correlate with reading and discussion of experiences

(3) Improvement of sentence sense

(4) Arranging sentences in correct paragraph form

(5) Free writing to encourage fluency

(6) Accuracy in capitalization and punctuation

(7) Improvement of spelling

(8) Improvement of handwriting

(9) Letter writing

2. Language Arts

a. Discussion and Writing

The initial organization of the program had the fifty students divided between two teachers, each of whom was responsible for the development of his own class curriculum. Later, during the first semester, the organization structure was changed to operate on a modular schedule. This modular schedule continued through the rest of the semester and to the conclusion of the school year. The teachers were then responsible for instruction in different areas.

An evaluation of the program and its progress was made at the beginning of the second semester. At this time, a change of personnel was made. It was felt that the curriculum design could be more effective if fewer topics were chosen and studied in more depth. During the second semester an attempt to do this was made.

On the modular schedule, students were assigned to classes on a thirty-minute basis. It was felt that the short attention span of the students could be used to an advantage by this method. Writing activities were used to correlate and further develop those areas introduced in the discussion period.

Early in the program, there was strong evidence that help was needed in correcting substandard oral and written language patterns of the students. Responses which were made incorrectly were immediately corrected by the teacher without specific comment as to being wrong. The student then automatically attempted to rephrase his question or answer correctly. Students readily adopted this technique and were heard to use it among themselves. This same practice which was used in oral work was continued in the writing period. During the first semester much work was done, in drill form, on sentence patterns. At first the sentences were short and very simple. Later the students were encouraged to add "color" to their sentences by using the different modifiers. At no time, however, was this instruction formalized to the point of identifying parts of sentences and/or word usage.

The approach to writing during the second semester was changed, somewhat, in its intent. Since the units were planned to last for longer lengths of time, the design of research was built in, and the students were encouraged to make application of this "new found" knowledge of sentence structure and variation of patterns. The units on communication and the United States were research oriented. Each student used the library and reference materials extensively and developed reports of surprising organization and continuity of materials. Throughout the period of research, there was continuous reinforcement of proper sentence patterns and students were encouraged to use new words and make use of variety in their writing.

Unit Summaries

In the beginning, each teacher concentrated primarily on activities which would help the students become oriented to South Miami Junior High. The hope was that these students would become acquainted with and know the reasons for school policies, regulations and customs, and that a sense of identification with and belonging to would result.

Following the orientation program a unit was developed which attempted to enhance self-acceptance and acceptance of others. Briefly outlined, the unit was as follows:

I. Knowledge of one's self
II. Personality is:
    A. A person's total behavior and characteristics
    B. Influenced by heredity and environment
III. Common physical, social, and emotional needs
IV. Problems arising from unmet needs
V. Mechanisms used in defense of behavior

The behavioral and attitudinal changes expected from the study of personality were:

(1) Appreciation of others for qualities of character rather than race, religion, and so forth
(2) Appreciation of, and respect for, individual dignity
(3) Appreciation of personal value
(4) Respect for the rights of individuality

The study of one's own personality was then expanded to include a study of biographies of people who characterized personalities which the students admired.

Hurricane Betsy, which struck Miami early in the school year, was used to initiate a study of weather and map reading. Emphasis was given to tracking the paths of hurricanes and utilizing latitude and longitude coordinates. Each student organized a notebook using material learned through discussion and the newspaper.

A major unit of the first semester focussed on the human body. Since many of the children were in an integrated school situation for the first time, it was hoped that the children would acquire knowledge concerning race and skin differences. This would lead the children to correct appraisal of likenesses and differences. Films were used extensively in this unit. Micro-views of cells, skin, and bones were also used.

The last major topic used during the first semester was conservation. This unit was a county-wide project sponsored by the Kiwanis Clubs of Miami. It was felt that the students would profit in their feelings of oneness with other seventh graders if they could participate in a grade-wide program. The basic concepts developed in this unit were:

(1) Ability to identify our natural resources
(2) Recognize the importance of natural resources
(3) Knowledge of the basic steps in conservation of
    (a) soil
    (b) water

(c) forests

(d) wildlife

(e) humans

The culminating activity for this unit was a trip to the nearby Everglades National Park.

Several units of shorter duration were used during the rest of the first semester. At the beginning of the second semester, the suggestion to plan fewer units which would last longer was tried.

The first major unit developed was on man's need for communication, and the methods he has devised for transmitting information. It was hoped the pupils would recognize their inadequacies in communication techniques and be motivated to improve their oral and written language.

Students were permitted to choose a communication method for investigation. They were encouraged to investigate people who were important in the development of the method; the scientific background; and the modern uses of the method. Language development was specifically focussed on:

(1) Development of research techniques

(2) Use of library and reference materials

(3) Organization and presentation of materials collected through individual investigation and research

With the conclusion of this unit, it was felt that the students would enjoy and profit by a unit in the area of literature. The Scholastic Literature Unit on Animals was selected. Although the reading level of the stories was above the general level of the students in the class, nevertheless, it was felt that by previously recording (on the tape recorder) the story to be used and having the students follow by reading from their books, that no loss of interest would be observed. This unit proved to be one of the most successful, since the stories developed the general theme of similarities of problems which occur both in the animal world and the human world. The students identified easily with the main character or problem situation of the story. Language development was focussed primarily on discussion and vocabulary extension. Plot structure of stories was also studied.

During the year there was evidence that the students' concept of environment was very restricted. Basically, it included their home-school community and excluded the broader concept of environment of state, regional, and national communities. Therefore, the final unit undertaken attempted to broaden the concept of environment to include these areas. The unit focussed on a presentation of the general characteristics of geography, climate, economics, and culture of the United States. For purposes of comparison, the presentation was done on the basis of an arbitrary division of the United States into four parts. Throughout the unit similarities and differences were explored. Running concurrently with this was an individual investigation of a state. Each student selected a state; wrote for information; and did intensive research in the library. Research techniques and organization of information were again employed. Map studies and drills were a vital part in expanding the concept of environment. Films were used extensively in the unit.

Results

One strength of the discussion sessions appeared to be the climate of acceptance created by the teachers. The children seemed to feel at home in the school, and this enabled them to verbalize freely. The quantity of class participation and the willingness to verbalize indicated that the objectives hoped for in the area of self-acceptance and acceptance of others had been realized to some degree.

One hindrance to progress in curriculum design at the beginning of the year was lack of time to plan and develop materials. During the second semester long-range planning was encouraged. This gave more opportunity for collecting and developing appropriate materials and allowed the teacher time to internalize her own feeling concerning expectations of the children and her own feelings about the appropriateness of the topic. Also, fewer unit topics were used. The consensus of opinion of all personnel involved with the program was that the second semester went better than the first. This may not be due entirely to the curriculum planned but other factors as well, such as personnel changes, attitude changes, and so forth.

Observations

One major obstacle which had to be overcome was the teachers' conception of what ought to be learned. The idea that language development was the goal and content was incidental or only a vehicle to be used in language development was difficult to accept. Many persons felt the children had to learn the content covered. Tests used at first by the teachers indicated too much concern with learning facts. As the year progressed, however, the major focus seemed to change from facts to language development as the primary concern. The gradual change in expectation and focus improved the program probably as much as any material or method used.

Observation of the pupils indicated progress in language development as evidenced by: an improvement in the written and oral language used; the increase in length of written materials produced by the pupils; improvement in organization of materials; and the improvement in the power of observation and logical thought.

The procedure used for language development in the writing and discussion periods seemed to be very successful. There was evidence of a positive reaction to correction of language patterns and an enthusiasm for learning to speak and write more acceptably.

One of the obvious exclusions of resource materials was television. Due to a "maintenance" problem, it was not possible to construct the necessary antenna needed to receive the programs in the small classroom.

The idea that content is a vehicle to be used for language development has merit as motivation is spurred through content. It should be noted that certain topics had more appeal to these students than others. The unit on conservation had less appeal than any other. This may have been due to the treatment of the material which allowed too much emphasis on facts which were too sophisticated. The unit on geography of the United States had more appeal than any other. This topic appeared to have been developed and taught more at the level of learning of these children than other topics used.

Throughout the entire year, the teachers were particularly skillful and insightful in motivating the children to learn. Motivation and enthusiasm was especially good during the second semester. This was probably due to a better focus of method and materials at the pupils' level of achievement.

Recommendations

More time should be allowed for planning an appropriate curriculum at the beginning of the school year. Actually, an entire year might have been used for planning before anything was begun, keeping in mind the idea of flexibility and change as the pupils progress.

Fewer topics should be covered and more "in depth" coverage of those few areas used. This seems to allow for language development and the learning of facts and generalizations concerning the content. Both pupils and teachers appeared more satisfied.

It would seem unwise to recommend any particular method or technique of instruction as best; however, lessons which went particularly well appeared to have been planned and structured in the teacher's mind but appeared to the children as unstructured situations.

Because the errors made by the Negro students were not the same as those made by the white students, it was felt that correction of dialectal speech patterns could best be done by racial grouping.

b. Free Reading

Students in small groups attended free reading sessions three times a week. They were allowed to read or browse on any topic they wished. Materials were available covering the entire range of reading levels. Teacher-aides were helpful in this area and were asked to help the student in the following ways:

(1) Discover interests and help student to select suitable books at his reading level.

(2) Assist in word attack

(3) Guide in understanding new concepts and new vocabulary

(4) Encourage discussion of reading

Teacher-aides were able to establish a rapport with individual students which resulted in a more favorable attitude toward independent reading. Written reports of observations submitted by teacher-aides furnished a valuable guide to the reading teacher. The format in free reading was a varied one. At times students read orally to teacher-aides who assisted them with word recognition and comprehension. At other times, students read independently from magazines or books.

Observations

To find high-interest, low-level reading materials was a major problem. Students seemed to prefer shorter books.

It was interesting to note that motivation for oral reading was much greater with the Negro students than with the white.

Occasionally, stories were read to the students by the teacher-aides. This activity appealed especially to those of extremely low ability. The technique of reading part of an interesting story would often encourage students to finish reading it by themselves. Chief interests were sports, animal, space, teen-age, and stories of contemporaries.

Recommendations

It was felt that the unstructured reading class helped the students expand their interest in different reading areas. Newspapers, magazines, comic books, and other materials were touched. The class should be continued.

The teacher-aides were invaluable and should be continued; however, the observations the aides recorded should have been available to other teachers and used more extensively.

c. Library

Introduction

A major part of the librarian's contribution consisted of selecting and ordering new materials suitable for the culturally deprived student and working with teachers to suggest materials from the collection as various units were studied in classes.

In addition to this, each ability group was assigned to the library for two one-half hour periods per week. Two librarians conducted the classes with each teacher taking the same students each week for both of their two classes.

A corner of the library partially screened from the rest of the room was used as a classroom. Generally, all materials needed for the lesson or free reading period were placed here before each class session.

Objectives

(1) To make the child comfortable and at ease in a library so that he is aware of its possibilities for visits and use.

(2) To enlarge student ideas by exposure to the many kinds of materials and topics available.

(3) To give students a basic working knowledge of simple library skills

Procedures

The lessons began with a short tour of the school library for the first two sessions. After that, the library was treated as a classroom with children working in one group for introduction of new material, then breaking into small groups for individual instruction with the librarian and the teacher-aides. Lessons in library skills were interspersed with free reading and browsing periods.

A very basic program of progressively more difficult library skills was taught, beginning with alphabetizing and proceeding through lessons on the Dewey Decimal system and encyclopedias of general and specific types.

Materials

Library lessons were dittoed. Sources were books on teaching library skills to elementary children. Books, magazines, and vertical file material at appropriate reading levels were used to accompany the lessons.

Lessons were worked on, corrected, and completed in the class time with occasional homework assignments. Papers were graded and returned with rewards for exceptionally well-done work. Extra-credit exercises were always available for those who wanted them. These were oral or written work continuing or amplifying the lesson.

For those who read at third-grade level or below, lessons were read aloud, simplified and otherwise modified to fit individual abilities. Generally, in most lessons, the children in the two upper ability groups did not require as much individualizing of the work.

Results

The motivation of this group was generally high at the beginning of the year and continued for most of the year. All of the four ability groups mastered the simple skills which would be expected in a normal program with third-or fourth-grade-level children, and the two top groups were able to reach an acceptable level of skill in library use for seventh grade. The lower groups could perform simple library tasks such as using the card catalogue but were not prepared to pursue individual research which would require extensive use of reference materials. Their reading level; their abilities in abstract thinking; their vocabulary; and other factors inhibit and prohibit learning of this advancement.

With all groups a reasonable degree of success was attained in the first two objectives. Most felt at ease and interested in the wide choice of materials offered in a library.

All understood routine matters of checking out books, library usage and rules, and were aware of the range of topics on which there was information, but only a few were able to find information without help, even in such basic tools as the beginning reference books and the dictionaries. This should not be discouraging since these skills must be taught carefully all through the junior high school for average students.

Conclusions

The corner of the library which was used as a classroom proved to be too much of a showcase for the unrestrained social behavior of this group. Other students using the library, at the same time, were, somewhat, disturbed. A small room apart would have given a more comfortable arrangement.

Ideally, librarian instruction should be started in the upper elementary school years and continued into the junior high school as a part of the English curriculum. Many of the library lessons were coordinated with current work in the students' other classes, but often the students seemed unable to relate the library instruction to other classes and to transfer skills.

It was most interesting to have this amount of time (two half-hour library periods per week for all groups) to concentrate upon library skills. With those who read on third-grade level and up, progress was very good; however, with the lower groups, reading difficulties and the physical arrangement of the library hampered all concerned.

d. Listening

Analysis of previously administered tests to determine the student reading ability, comprehension, word recognition, vocabulary, and general language skills indicated that very deliberate and pointed instruction was needed in each of these areas. A major problem was to provide satisfactory materials which would meet these needs and yet be supplemental to the traditional reading program as described elsewhere in the over-all report of the project.

The objectives were very basic:

(1) To recognize main idea
(2) To note details
(3) To determine sequence
(4) To detect inference
(5) To draw conclusions
(6) To predict outcomes
(7) To follow directions
(8) To build interest
(9) To develop appreciation of books, radio, TV presentations, poetry
(10) To encourage critical listening
(11) To listen with recall as goal
(12) To listen for pleasure, entertainment, or enjoyment

The general feeling was that "silent reading" would not directly meet these objectives, and that "oral reading", while possibly valuable under certain circumstances, still would not provide the hoped for end results.

Certain graded materials were available in limited numbers. The class size was approximately ten to fourteen students as determined by prearranged groupings, and the length of the class period was thirty minutes. One activity was reading a story while hearing it on tape at the same time. Two "listening stations" of eight headsets each were purchased and listening stations were connected to a tape recorder so that a maximum of sixteen students could wear headsets and, at the same time, comfortably read a selection from a book or magazine.

The members of the workshop read selected passages for "trial" tapes and from these, approximately, four teachers were selected because of voice quality, enunciation, and expression to record master tapes.

The purpose was to provide a situation in which the student could listen to the story while he read it in the book in front of him. Naturally, a great deal of care was taken in making the master tapes with regard to speed and pronunciation. Due to relatively short class periods, it was decided that the best length of time for any one story or tape would be approximately eight to ten minutes.

In general, the average class period of thirty minutes was divided into four units:

(1) The opening minutes of the period consisted of the teacher's presentation of a general idea of what the students were about to hear and listen to in the selected reading. Certain vocabulary words were noted on the board and discussed briefly. As time went on, bulletin boards reflected the ideas or themes of stories read or being read.

(2) The students followed the tape recording in their book or magazine.

(3) A brief discussion or follow-up of the reading

(4) A comprehension check on what they had "read". The comprehension check consisted of a written quiz of six to twenty questions related to the content of the lesson. These papers were then scored and a record kept of the results and of individual student progress.

(5) In the low ability group the format was essentially the same but the teacher read the quiz aloud to the group.

(6) Whenever possible, the teacher displayed objects in a story or related it to the students' background. Follow-up activities were also encouraged which included reading books from related areas, writing poetry, drawing pictures, and encouraging students to bring related materials from home.

As this program progressed, variations of the classroom procedure were tried with satisfactory results. For example, in certain lessons, either the tape recording or the accompanying piece of reading material was eliminated.

The class atmosphere was one of extreme attention, interest, and involvement. The students enjoyed the listening laboratory and were anxious to attend this class again.

It should be noted that while the tape recordings could have been heard by the students without the need for headsets, the fact that they did have headsets on and that the room was quiet, seemed to contribute greatly toward the students' concentration.

Recommendations

(1) The thirty-minute period was probably too short to accomplish the full objectives of the listening class. Either more periods or a longer class time should be used.

(2) A greater variety of activities should be tried. Most of the activities were based on stories. A games format was successful and might prove useful.

(3) Listening activities should be correlated more with other school activities.

(4) More activities on appreciative listening should be tried.

e. Reading

Each student in the project was given an informal reading inventory. This was a diagnostic survey which required approximately forty minutes to administer individually. Its purpose was to analyze in detail the specific reading problems in areas of word attack, comprehension, and interpretation. All children in the project were found to be reading below grade level with twenty-five percent showing serious disabilities.

On the basis of these diagnostic tests, students were assigned to work with materials which would give skill practice in their specific difficulties. Classes were divided into two groups according to reading ability. Each group met for a fifty-minute class, four days a week, with the exception of eleven severely disabled readers who received special remedial instruction.

Objectives

(1) To develop word recognition skills

(2) To improve assimilative reading

(3) To improve critical reading ability

(4) To develop skill in interpretation of punctuation

(5) To improve oral reading ability

(6) To expand ability to remember ideas gained from reading and to use them in a new situation

(7) To extend vocabulary development

(8) To improve study skills

Materials

(1) The Literature Sampler, Junior Edition, Learning Materials, Inc.

(2) Specific Skill series, Barnell Loft, LTD.

(3) Building Reading Power, Charles E. Merrill Books, Inc.

(4) Pilot Library, Reading for Understanding, Reading Laboratory, Science Research Associates, Inc.

(5) Reading Spectrum, Macmillan Publishing Company.

(6) Controlled Reader, Educational Developmental Laboratories.

Procedure

A sequential program of instruction in reading skills based on the above objectives was developed by the reading teacher. These skill lessons in word attack and comprehension were presented daily to the entire group. These drill activities lasted from ten to twenty minutes depending on the purpose of the lesson. The remainder of the period was spent with small groups of four or five students working in multi-level materials under the direction of college teacher-aides. Progress in these materials was evaluated periodically by the regular teacher and instruction was adjusted accordingly.

Students with serious disabilities who were reading below third-grade level worked three periods each week with the special reading teacher. Word attack skills were stressed and kinesthetic procedures employed where necessary. To maintain high interest, phonic games, and eight typewriters were used. The language experience method was followed with students constructing and typing stories based on pictures, field trips, and many other stimuli.

A tape from business education class was played to present instructions on the use of the typewriter and elementary finger action drills. This was also valuable as an experience in listening and following directions. Short sentences were dictated at first, but by the end of the term, students were typing simple stories and writing personal letters. Using the typewriter as a kinesthetic aid to bridge the gap between temporal and spatial dimensions provided training in spelling and sentence structure as well as reading. Since a high level of interest for these low ability students was maintained throughout the school year, it was concluded that the typewriter was an effective learning technique. This was further substantiated by the fact that the students improved nearly an average of two-grade levels in reading despite severe visual motor defects.

Results

(1) Improved attention span

(2) Significant gains in assimilative reading with main idea

and details recognized and retained, but vocabulary and inference questions remained troublesome.

(3) Improved pronunciation in oral reading. Inflectional endings were pronounced more consistently as were medial and final consonant clusters.

(4) Improved skill in skimming.

(5) Negro students remained weak in vocabulary. They lacked experiential background to understand word meanings.

(6) Word attack skills improved with some students, but many still need attention.

(7) Students showed great interest in the gains they had made and appeared to have developed favorable attitudes toward reading.

(8) Students seemed to feel that programmed materials had been most beneficial.

Recommendations

(1) More highly individualized and prescribed instruction

(2) More effective utilization of diagnostic tests.

(3) Greater emphasis on broadening concept development and increasing vocabulary.

(4) Directed reading activities based on higher cultural level literature

(5) Greater emphasis on critical and interpretive reading

(6) Continued corrective reading program throughout junior high school

(7) Clinical treatment for students with complex disabilities

f. Speech

Each of the four small groups was scheduled for two half-hour periods of speech improvement per week. The objectives in this area were as follows:

(1) To determine through an analysis of samples the most consistent divergencies in pronunciation and syntax

(2) To determine which divergencies might have the most negative effect on future social mobility

(3) To create in the student an awareness of social and regional differences in dialects

(4) To provide activities which would give practice in the more acceptable speech patterns

(5) To foster an attitude which accepts and recognizes the value of both dialects

(6) To develop a sensitivity to the appropriateness of each dialect

(7) To approach these objectives without inhibiting verbalism or damaging self-concept

Materials used to implement these objectives included:

(1) Audio-visual
    (a) Tape recorders
    (b) Overhead projectors
    (c) Pictures
    (d) Record players
    (e) Tapes, transparencies, records
(2) Literary materials
    (a) Anthologies and texts containing stories, poetry, plays, dialogues, and sociodramas
    (b) Ditto sheets presenting game-like exercises for

auditory discrimination of sounds and syntax

The following texts supplied useful stories, plays, poetry, and dialogues:

Adventures for You, Companion Adventure Series. Harcourt Brace and World, Inc. New York, 1962.

Worlds of Adventure, The Mastery of Reading, American Book Company. New York, 1956.

Reading With Purpose, American Book Company. New York, 1961.

American English Series, Book 3, D.C. Heath and Company. Boston, 1953.

Lado, Robert and Fries, Charles, English Pattern Practices, University of Michigan Press. Ann Arbor, 1961.

Procedure

During the first sessions, samples of speech were obtained from informal discussions based on stories, pictures, and personal experiences. For one tape, each student was given a situation-type cover picture from a Saturday Evening Post and asked to tell, "What has happened, what is happening now, and what is going to happen?" This was useful for determining control of verb tense. These tapes were then analyzed; divergencies classified in areas of phonology and syntax; and frequency of errors noted.

Teachers participating in the workshop were given instruction in making tapescripts of pattern practice drills. One session was devoted to composing and tape-recording drills which could be used to change speech habits. Many of these taped drills were correlated with pictures and charts shown on the overhead projector. This served to focus attention, maintain interest, and make the lesson more purposeful. Additional activities included:

(1) Oral reading and enacting of plays and sociodramas

(2) Choral reading of poetry

(3) Oral reading for a specific purpose, that is, to avoid regressions, to pronounce endings, or for proper intonation

(4) Practice in telephone manners and conversation

(5) Practice of dialogues related to social studies projects

(6) Oral reports related to social studies projects

Tape recorders were incorporated in all activities; dialects were contrasted; and awareness of divergent expressions developed by students.

Results

At the end of the term, students read and retold on tape the same stories they had recorded at the beginning of the course. These were short selections from the Readers Digest Skill Builders. The following observations were made:

(1) A more relaxed speaking tone and more careful enunciation

(2) Improved use of verb tense and inflectional endings (If a mistake occurred, it was frequently corrected by the student later in the recording.)

(3) Improved syntax and use of more complex structures

(4) Expanded vocabulary

(5) Improved intonation

Since the primacy of spoken language is recognized, it can be assumed that marked speech improvement was reflected in the significant gains the experimental group made in reading and writing achievement scores.

Recommendations

Teachers in all subject areas should seek opportunities to improve speech habits. Consistent effort is needed for progress. Drills should be structured on the content of a lesson so students would feel that they were communicating, and that the practice was purposeful. They would learn the important facts and new vocabulary at the same time. Drills should be lively and of short duration.

Since the white students do not have the same speech problems, they should be grouped separately for other kinds of speech activities.

3. Mathematics

The sixth-grade arithmetic achievement of the students selected for the experimental group was studied carefully and average achievement was found well below this grade level. It was decided to place the group on level one in the Dade County mathematics curriculum. Two classes meeting the same period were organized and two teachers worked together to develop daily lessons.

It was later found that a rather natural student grouping existed in the basic mathematical skills, and the two were regrouped accordingly. One group progressed at a more rapid rate; however, both showed substantial achievement gains.

Objectives

To provide experiences in mathematics for the culturally disadvantaged students in basic concept introduced and developed in earlier grades. The material was developed and presented for the interest level of the junior high school pupil but did not require high level reading skills.

Specific Instructional Objectives

a. Develop understanding of the structure of the system of non-negative rational numbers (numbers we use in arithmetic)

b. Create a sense of operational consistency between:

  (1) operations on rational numbers in rational form

  (2) operations on rational numbers in decimal notation

  (3) operations on rational numbers named as whole numbers

c. Broaden understandings and increase computational proficiencies through applications and identifications of properties of operations defined on subsets of the non-negative rational numbers

d. Develop efficient applications of standard algorithms

e. Provide realistic situations in which understandings of numbers and geometry are applied

Materials

Experiencing Mathematics, Bulletin No. 7F. Dade County Board of Public Instruction, 1965.

Supplementary Texts

(1) Keedy, M. L., Jamison, R. E., Johnson, Patricia L., Exploring Modern Mathematics, Book I. Holt, Rinehart and Winston, Inc. New York, 1963.

(2) Clark, John R., Moser, Harold E., Junge, Charlotte W., Growth In Arithmetic. World Book Company. New York, 1953.

(3) Stein, Edwin I., Refresher Workbook in Arithmetic. Allyn and Bacon, Inc. Atlanta, Georgia, 1961.

(4) Computer Help in Learning Diagnosis of Arithmetic Errors. Dade County Board of Public Instruction, n.d.

Equipment

(1) Abacus

(2) Overhead projector and acetates

(3) Measuring rulers and instruments

(4) Filmstrips

(5) Geometric block set

(6) Place value board

(7) Flash cards

(8) Chalk board and related equipment

Procedure

The students were given timed fact tests in addition, subtraction, multiplication, and division. Drill in these areas was continued almost daily throughout the program.

Each student was given a paperback book, Experiencing Mathematics, Dade County Public Schools, Miami, Florida, Bulletin No. 7F, 1965, in which he could write, compute, and take notes. The students were urged to use it as a log or diary of their experiences with numbers.

The material was introduced through two fictional characters, "Alpha and Beta," with the students being encouraged to think with them and learn with them. Dialogues between Alpha and Beta were designed to raise questions that the student might ask, and direct attention to specific relationships from which valid generalizations might be drawn. The design of most dialogues facilitated interaction between the learners and the printed page, thereby, resulting in a greater desire to learn the concepts.

Throughout the book there were "Test Yourself" sections for self-evaluation and reviews which were always followed by discussion. The teacher attempted to involve the students in self-discovery by having them find patterns, discuss, and evaluate at all times.

Using this procedure, the students were exposed to a study of:

(1) Place value through millions
(2) Roman numerals
(3) Whole number operations
(4) Associative principle
(5) Commutative principle
(6) Distributive property of multiplication over addition
(7) Factorizations and prime numbers
(8) Fractional operations
(9) Ratio
(10) Decimal operations
(11) Equivalence of fractions and decimals

Results

In the opinion of the two mathematics teachers involved, it was felt that the results of this program were satisfactory in accomplishing the general objectives of the entire experimental program and the specific objectives of the mathematics program.

The improvement of the student confidence in mathematics was very noticeable as the year progressed. This was due in part to the study and discussion in the mathematics classes of everyday phenomena which might normally be beyond the scope of thinking and experience of the culturally disadvantaged child. Some of these experiences were a comparative study of:

(1) Weight on Earth and the Moon

(2) The metric system

(3) Capacity

(4) Distance - of objects, land travel, ocean travel, air travel, space travel

(5) Economics - buying, selling, wages

Specifically, it was found necessary to drill the simplest multiplication and addition facts using tables, cards, and manipulatory equipment. The results in this area were particularly successful.

It was found that most material and consultants recommended a more rapid progression in the basic mathematics facts than was possible for the students. The teachers, therefore, adjusted the curriculum to the speed and needs of the individuals involved. It was felt that this individual programming not only aided the mathematics knowledge but, also, improved the attitude of the student toward his work, the teachers, his peers, and the school.

4. Physical Education

Introduction

The fundamental functions of the physical education program was to provide activities that would meet the developmental needs of boys and girls; help them to improve their skills in the variety of sports, games, and exercises; and instill a vital interest in the achievement and maintenace of individual fitness.

The physical education periods provided an opportunity for the experimental block classes to interact with other students in the school. Early in the year, it was noted that almost without exception, the experimental group, especially the boys and the Negro girls, were outstanding in both attitude and physical skills. Exceptional physical ability was particularly noted among the Negro girl students.

Objectives

The physical education program in the experimental block classes was not appreciably different from the regular Dade County junior high program. The objectives were as follows:

a. To create a climate of acceptance and trust among the teachers and students
b. To help students learn to play cooperatively together
c. To encourage all students to demonstrate sportsmanship on and off the athletic field
d. To develop skills and favorable attitudes among the students toward physical activity and recreation for leisure time
e. To improve speed and agility for each student
f. To encourage the students to understand the facts that are pertinent to health and disease.

Procedure

In order to accomplish these objectives, the following physical education program was implemented:

- a. Team Sports
    - (1) Boys
        - (a) Touch Football
        - (b) Basketball
        - (c) Volleyball
        - (d) Track and Field
        - (e) Soccer
        - (f) Softball
    - (2) Girls
        - (a) Volleyball
        - (b) Basketball
        - (c) Soccer
        - (d) Track and Field
        - (e) Softball
        - (f) Deck Tennis
- b. Individual Sports
    - (1) Boys
        - (a) Stunts and Tumbling
        - (b) Gymnastics
        - (c) Wrestling
        - (d) Physical Fitness Testing
        - (e) Recreational Games
            - 1. Ping-pong
            - 2. Bumper Pool
            - 3. Nock Hockey
            - 4. Carrom
            - 5. Horse Shoes

            6. Billiards
            7. Weight Lifting
    (2) Girls
        (a) Stunts and Tumbling
        (b) Gymnastics
        (c) Conditioning Exercises to Music
        (d) Archery

c. Health and Safety

d. Physical Fitness
    (1) Pull Ups
    (2) Shuttle Run
    (3) Standing Broad Jump
    (4) 50 Yard Dash
    (5) Sit Ups
    (6) Softball Throw
    (7) 600 Yard Run

Observations

In the physical education program, the experimental block was generally above average in physical ability. Many of these students were the outstanding students in the department.

Physical education was the only period during the day that the students of the experimental block were scheduled in classes with other seventh graders and without regard to academic ability. At the beginning of the school year, there was a reluctance on the part of the Negro and white student to play together. There appeared to be a lack of respect among both races for each other. An after-school recreation program proved to be an effective means to overcome this for the boys; however, the girls were not apparently affected. An air of hostility seemed to exist among the girls.

In the class, it was noted that the students of the experimental block appeared to sense that sports was the one place they could excel. They had a great desire to be on a winning team. They found it very difficult to accept defeat, and it was common for them to rationalize their loss by stating that they were cheated.

Comparing the pre- and post-physical fitness tests, results showed that more than half of the total experimental group increased their physical fitness score by fifteen to twenty percentile points over the year. Only six students showed a slight decline.

Recommendations

a. Expansion of over-all intramural program - it is of utmost importance to provide this type of program for both boys and girls.

b. Provide an adequate extracurricular program that will be attractive to these students.

c. In order to get a good perspective of the social adjustment of these students, it is important that the specialist spend more time observing these students in the physical education classes.

d. In the girls' physical education program, promote a balance between team sports and individual sports.

5. Enrichment

a. Art

The students in the project were divided into two classes of twenty-five each which met for fifty-five minutes, one day a week.

Affective Objectives

(1) Develop a willingness in the student to accept responsibility
(2) Develop a willingness to accept differences in people
(3) Develop a feeling of greater satisfaction toward school
(4) Develop pride in art work
(5) Develop an attitude of enjoyment in participating in varied types of art expression

Cognitive Objectives

(1) Develop the ability to draw from both live and still models
(2) Develop the ability to paint seascapes, landscapes, cartoons, and individual subject matter
(3) Develop skills in soap and plaster sculpturing
(4) Develop skills in mono-printing
(5) Develop the ability to make papier-maché masks

Materials

All materials and supplies were furnished the students for drawing, painting, sculpturing, and printing. Two- and three-dimensional projects were used for motivation which illustrated the types of work to expect. Films and filmstrips were not used due to the fact the class met only one day a week, and the students were anxious to begin hand work.

Procedures

By meeting once a week, the students covered in a year what the regular seventh-grade art enrichment classes cover in twelve weeks. This includes the following:

(1) Drawing - live models, still life

(2) Painting - seascapes, individual subject matter, landscapes, cartooning

(3) Sculpturing - plaster carving, soap carving

(4) Printing mono-printing

(5) Papier-maché masks

Results

The following results were noted:

(1) Student's acceptance of instruction and a relatively high level of receptivity was reached.

(2) There was an increased awareness of environmental surroundings. Beauty was found in nature.

(3) The group became more congenial.

(4) There was an increased interest in appreciation in art.

(5) Some improvement in individual thinking (study) was noted.

(6) Development of self-pride in student towards his art work was observed.

(7) Increased respect within the class for other students and their art work became commonplace.

(8) Willingness of students to assist and accept help from each other.

(9) Interest span lengthened on assigned tasks.

Recommendations

(1) Classes should be scheduled for more than once a week to maintain interest in project being worked on.

(2) Provide an instructional teacher-aide for more individual attention

a. Home Economics

All the girls in the experimental project were assigned to home economics which included a semester each in the foods and clothing areas.

Objectives

(1) To aid each girl to become more aware of her personal appearance

(2) To encourage a self-analysis of behavior and manners acceptable to themselves, friends, parents, and other adults

(3) To promote better participation for understanding and relationships between students, family, and community

(4) To improve individual abilities in skills and techniques of foods and clothing

(5) To encourage each girl to assume a home project

Procedures

The home economics classes were held fifty-five minutes each day. In the foods area, the girls worked in groups of four in fully-equipped kitchen units. The following curriculum provided successful learning experiences:

(1) Home Center

- (a) Kitchen
    - 1. Proper care and arrangement of kitchen utensils and equipment
    - 2. Personal cleanliness
    - 3. Care in handling food
    - 4. Preparation and serving of simple foods
- (b) Dining
    - 1. Table manners
    - 2. Table setting and decoration
    - 3. Personal appearance
    - 4. Table-talk

(2) Food Preparation

- (a) A good breakfast
    - 1. Importance
    - 2. Planning and selecting
    - 3. Techniques and skills in preparation
    - 4. Serving
- (b) Party Fun
    - 1. Planning
        - a. Menu
        - b. Activities
    - 2. Invitations
    - 3. Preparation of refreshments
    - 4. Serving

(3) Clothing Center

- (a) Study of proper school dress
    - 1. Cleanliness and neatness

2. Suitability

(b) Clothing Repairs

1. Buttons, snaps, hooks and eyes

2. Tears and rips

3. Hems, hem lengths, and hem stitching

(c) Simple construction using sewing machine

1. Care and use of sewing machine

2. Stuffed animals

3. Clutch purses

4. Shifts

Results

The girls displayed their interest through improvement in their personal appearance, grooming practices, behavior, manners, and respect. The useful skills and techniques encouraged them to elect the regular eighth-grade course in home economics.

Recommendations

To improve successful learning experiences in home economics, the following suggestions are recommended:

(1) Class number be kept at maximum of sixteen students

(2) Teacher-aide should be utilized

(3) All materials be furnished for uniformity of instruction to ease parent expenditures and flexibility of offering

(4) Time allotted from teacher load for home visits and counseling to encourage interest in home projects

(5) Suggestions from parents about individual needs should be solicited through personal contact

(6) Home visitation by the home economics teacher should be encouraged.

c. Music

Introduction

The entire group of students attended music class for one hour each week. Before structuring a program suited to their needs, it was important to assess the background of these youngsters; their past experiences with music; their attitudes; and capabilities. The observations below served as a guide:

(1) Limited elementary school training. Some songs had been taught by rote.

(2) No knowledge of note reading

(3) Experience limited to cultural concept

(4) Rich voices. Negro voices differ from white. They are natural, less restrained, and free from nervous and emotional tension. Their excellently formed teeth and bone structure provide good resonance.

(5) Enthusiasm and interest

(6) No motivation for structured curricula of regular music classes.

After careful consideration of these characteristics, the following objectives were formulated:

(1) To encourage teamwork and maintain interest through competition and musical games

(2) To correlate with social studies program by developing an understanding of the world's peoples beginning with

Folk Music of the U.S.A.

(3) To improve language development through the medium of carefully chosen lyrics

(4) To strengthen self-concept through experiences with the better music of their cultural heritage

Materials used to implement objectives included:

(1) Folk Songs of the U.S.A.
  - (a) Southern U.S.
  - (b) Southwest U.S.
  - (c) Northwest U.S.
  - (d) Northeast U.S.

(2) Recordings
  - (a) Negro spirituals
  - (b) Appalachian folk songs
  - (c) Songs of rivers and streams
  - (d) Gold Rush
  - (e) Civil War
  - (f) Songs of settlers and workers
  - (g) Songs from the North and South

(3) Instruments
  - (a) Rhythm instruments of percussion and social families
  - (b) Autoharps

Procedures stressed simplified techniques with slower pacing of delivery and demonstration but livelier motivation. To keep interest high and adjust to a short attention span, competitive games were introduced and a wide variety of activities planned for each session. An effort was made to select materials which would improve diction and develop a full vocal range.

The following results were evidenced:

(1) Cultural

- (a) Several students became interested in piano lessons.
- (b) Recordings of classical music became more tolerable and interesting for the class.
- (c) Many students requested to attend opera and symphony concerts next year. (Young People's Concerts sponsored by Dade County Public Schools)
- (d) Interest in famous Negro musicians and artists of today

(2) Social

- (a) Parents became interested in music class.
- (b) Improved communication through music games
- (c) Children could exhibit and identify through "their music."
- (d) Students were proud of their classmates who sang in groups or performed for the class.

Recommendations

- (a) Smaller classes. The class has been too large this year. With the wide range of ages and mental abilities, it has been difficult to organize and teach.
- (b) Provision for individual differences. Every child should be challenged to the level of his ability and experience.

  - (c) Greater variety of suitable materials
  - (d) More opportunities to attend concerts, opera, and musical comedy

d. Shop

Introduction

The majority of the boys in the experimental group were scheduled for seventh-grade shop. This was the first period of the day and lasted fifty-five minutes, five days a week.

Objectives

(1) The student should be able to enter eighth-grade General Shop class with a background in shop procedure; that is, knowledge of different hand tools and their use; safety rules; and good working habits in creative arts.

(2) The student should be able to experiment in several different areas to develop an interest in what he is doing by "doing."

(3) The student should become familiar with several different vocational fields so that skills are developed early.

(4) The student should establish an appreciation of craftsmanship and personal pride.

Materials

(1) Educational Source Material

  - (a) Creative Crafts by Professor Banton S. Doak, Florida Southern College, Lakeland, Florida
  - (b) Two Dimensional Games and Puzzles by Dr. Edward T. Donnelly, State College, Fitchburg, Massachusetts

(c) Woodworking and Mechanics by William R. McDonald, South Miami Junior High School, Miami, Florida.

(2) Physical Needs

(a) Complete drafting facilities

(b) Complete general shop facilities

Procedures

The first day of shop a project was started. The teacher tried to have the student get a feeling of accomplishment from the beginning. The first six weeks were spent in creative crafts. He was assigned a project that required creative thinking. Importance was placed upon originality and neatness. None of the projects were refused, and high grades were given to help the student realize a feeling of success. The importance of safety and the care of tools was emphasized at every opportunity. The following areas were covered in this unit:

(1) Toothpick sculpturing

(2) Paper sculpture

(3) Glass etching

(4) Vegetable printing

(5) Reed and tissue designing

(6) Paper cutout designing

(7) Mobiles

The second six weeks were devoted to drafting. The first day the student drew a puzzle on heavy cardboard. It was graded that night and passed out the next day to be cut out as a puzzle. This gave the student a quick feeling of accomplishment and developed an early interest in drafting. We used only one view two-dimensional drawings throughout the six weeks. Games and puzzles were used as much as possible.

The third and fourth six weeks consisted of a unit in woodworking. The teachers were particularly interested in the use and care of tools and in shop procedure and safety. Each student designed his own project in each special area. Example: All the students built a lamp, and the type, size, and design was left to the individual. Students were encouraged to do all or most of the construction. Lamp production was not considered as important as the creative art involved. A theme of "Let the student do it" was followed throughout the unit. Some of the project units were as follows:

(1) Driftwood lamps

(2) Sailboat

(3) Shoe shine box

(4) Telegraph

(5) Wall shelf

(6) Gun rack

(7) Tool box

(8) Coffee table

(9) Spinning rod

The fifth six weeks the students were offered an experience in mechanics and electricity. They were given small gas engines and electrical appliances and asked to experiment for themselves. They took the engines apart; cleaned them; and put them back together. Knowledge of tools and shop vocabulary was also emphasized in this unit.

The last six weeks drafting, beginning with two-dimensional drawings and finishing with three-view working drawings, was covered. Neatness and accuracy were stressed throughout the unit. Some lettering and dimensioning was discussed.

Results

(1) The students became proficient in the use of shop vocabulary and procedure which will give him a greater sense of security in his shop experiences in later years.

(2) The student exhibited a great liking for his shop experiences which may become a holding power for further education.

(3) Although, at first, the student did not display creative ability, his experience in making things with his hands resulted in his being more willing to think and plan his future projects.

(4) The motivation of the students was high at all times, and it enabled them to try new areas with a great deal of interest.

Recommendations

(1) All schools should have a shop program of some kind for disadvantaged students entering the seventh grade.

(2) Students involved in the shop program should be given time for self-experimentation to develop areas of interest.

(3) Classes should be no larger than twenty students per instructor with an aide.

(4) The program should be planned well ahead to maintain

interest.

(5) Budget for materials to be used by the students should be set by the school and paid for by the school to operate this type of program effectively.

CHAPTER III

EVALUATION, CONCLUSION, RECOMMENDATION

A. Evaluation

1. Statistical Data - Students

This section of the report is restricted to objective data which appeared to be useful in making inferences relative to the nature and quantity of measurable growth that occurred in the experimental class during the school year. The data were grouped under three broad categories:

a. Measures of academic potential
   (1) Both sections of the SCAT
   (2) Forms A and B of the Peabody Picture Vocabulary Tests

b. Measures of level of academic achievement and academic growth as measured by the following standardized achievement tests:
   (1) The reading, writing, listening, social studies, and mathematics sections of the Sequential Tests of Educational Progress (STEP)
   (2) The reading and mathematics section of Metropolitan Achievement Tests (MAT)
   (3) The Informal Reading Inventory

c. Miscellaneous Data
   (1) Grade point average earned by the group in each of the subject areas

(2) Attendance records

(3) Self-Concept As a Learner (SCAL)

d. Sensory evaluation report prepared by sight and hearing specialists from the University of Miami

Each of the instruments listed under a. and b. above was administered during the early part of the school year. Post-test scores on each of the instruments, except the SCAT and MAT, were secured during the final four weeks of the school year.

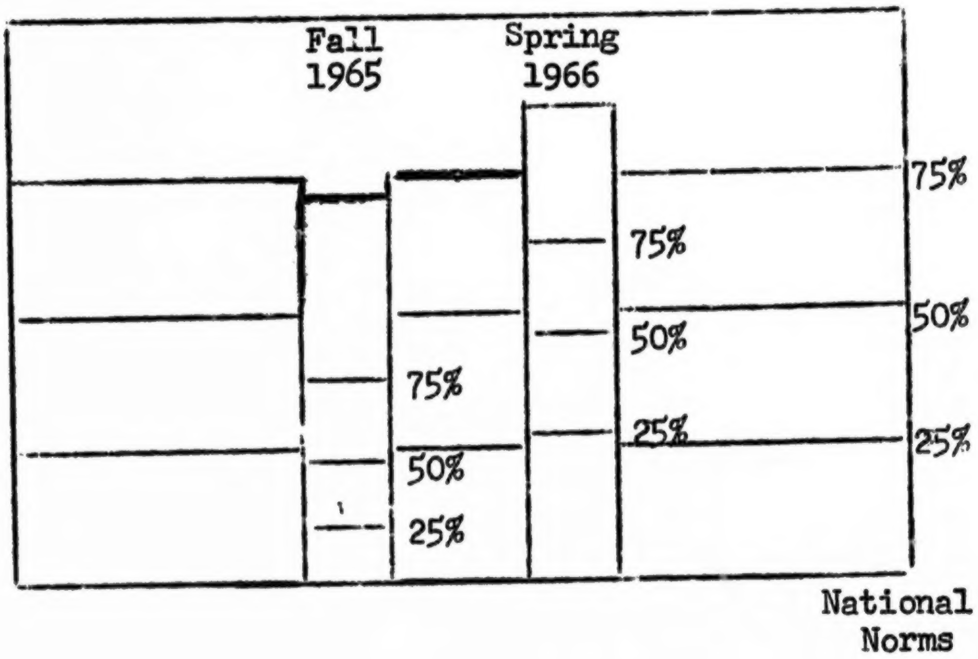
In addition to a graphic comparison of pre- and post-test scores, this report included the following summary data:

a. Conclusions that may be drawn from most significant data shown by the various tables and graphs

b. Miscellaneous statistical details such as the mean scores for each of the administrations of the tests

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

EVALUATION OF STEP WRITING TESTING

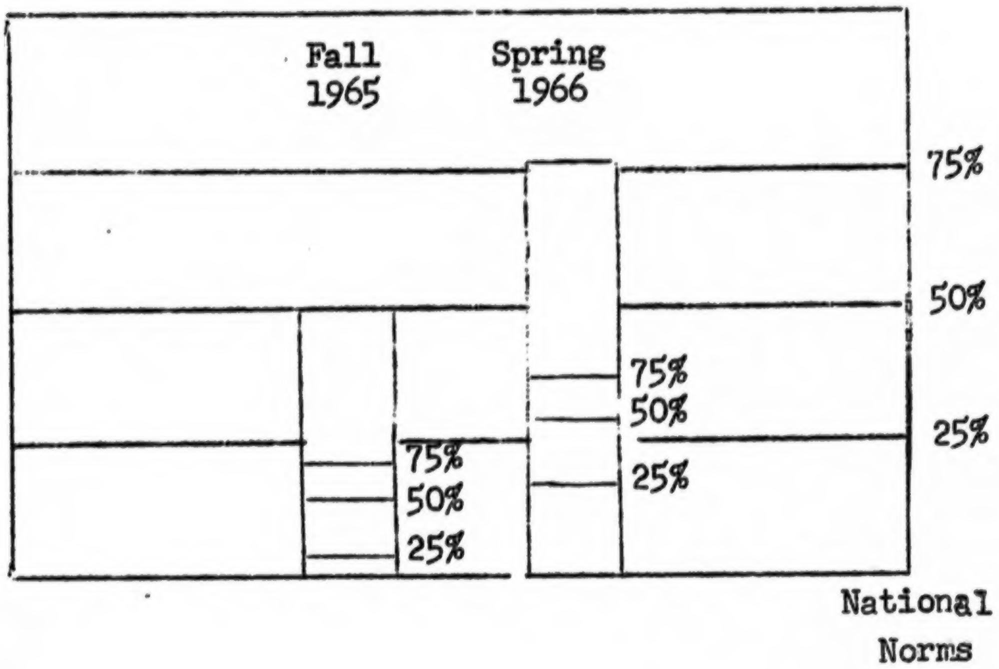


Summary:

1. A significant fact about quartile scores earned in the spring testing was the tremendous increase over scores earned in the fall testing.
2. The fact that scores falling within the first quarter in the spring encompassed both the first and second quarter fall scores was regarded as an indication of highly favorable growth on the part of pupils at the lower achievement level.
3. It was interesting to note that not only did spring scores at the top of the point quarter show an increase over fall scores, but they slightly exceeded the national norms.
4. The number of fall scores falling below the national median was nearly double that of the spring testing while the number exceeding the national median in the spring was more than twice as great as the number on the fall test.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

EVALUATION OF STEP SOCIAL STUDIES TESTING

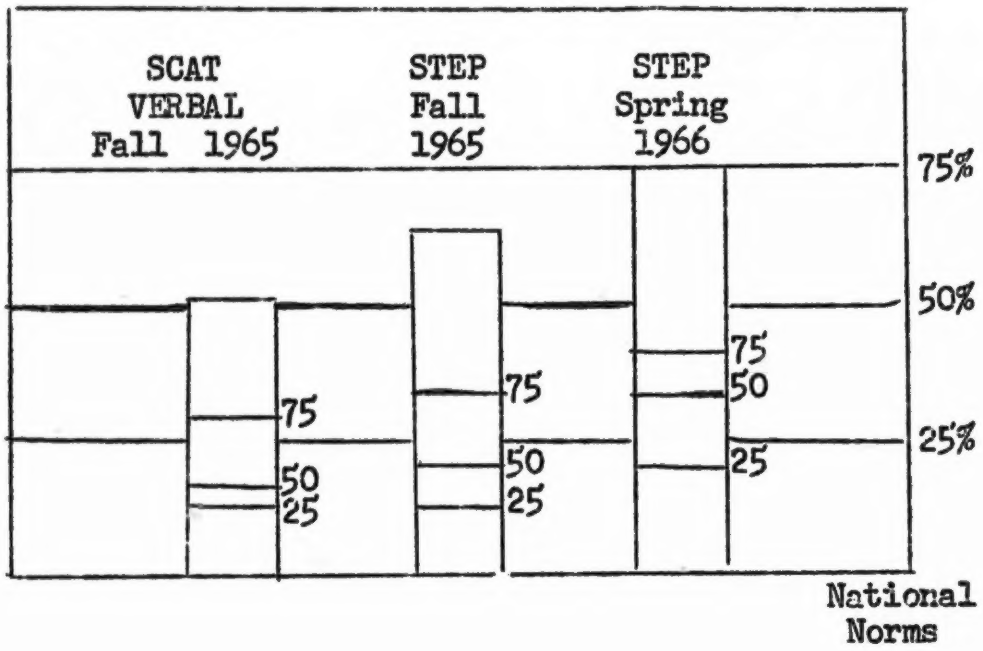


Summary:

1. Substantial growth on the part of students in each group was slow. Spring scores, for each of the four quarters, were significantly greater than fall scores.
2. The total range of the post-test scores was twenty-eight percentile points greater than pre-test scores.
3. Several spring scores in the top quarter were greater than the national median. No score on the pre-test exceeded the fifty percentile on national norms.
4. Scores most resistant to growth were those at the bottom of the first quarter.
5. A comparison of fall-spring scores in relation to national norms shows that the number of pupils falling below the twenty-five percentile was halved.
6. It is interesting to note that formal social studies per se were not taught; however, there were units using social studies material dispersed throughout the language arts classes.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

EVALUATION OF STEP READING TESTING WITH SCAT VERBAL

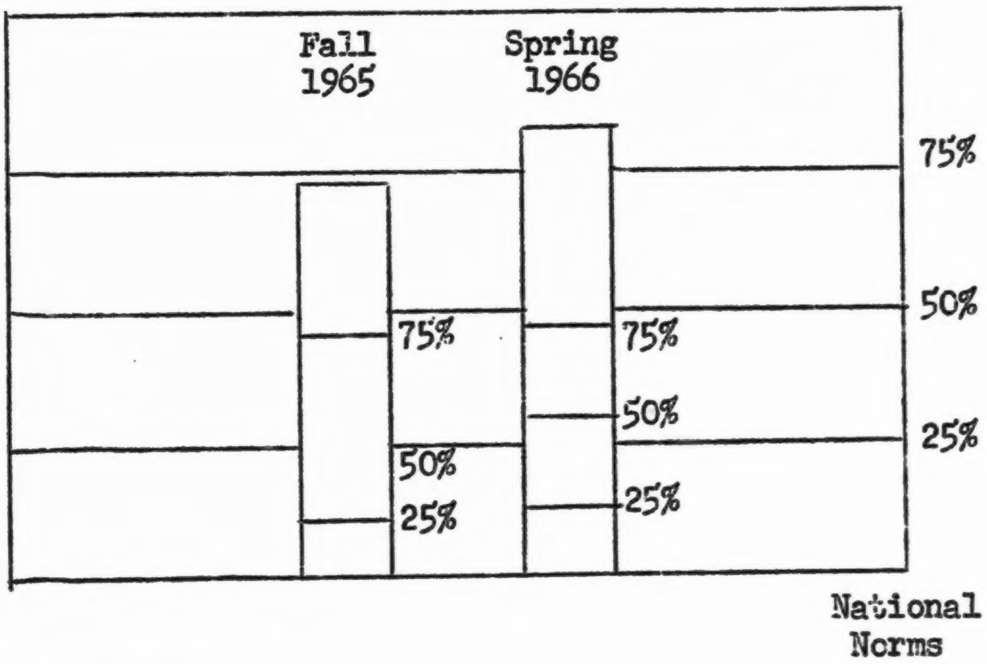


Summary:

1. The SCAT verbal and STEP reading tests both administered in the fall show correlation regarding reading achievements; however, the STEP tested slightly higher than the SCAT.
2. It was quite evident that progress was made at all quartile levels, but a few individual students failed to record any gain in achievement as indicated by the low base of the first quarter in both spring and fall testing.
3. A significant growth between fall-spring testings was indicated by the fact that the top of the second quarter in the fall compares with the top of the first quarter in the spring test while the top of the third quarter in the fall was equalled by the top of the second quarter in the spring test.
4. Evaluation of the spring testing of the STEP indicated that reading was still a serious problem for the majority of the experimental students.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

EVALUATION OF STEP LISTENING TESTING

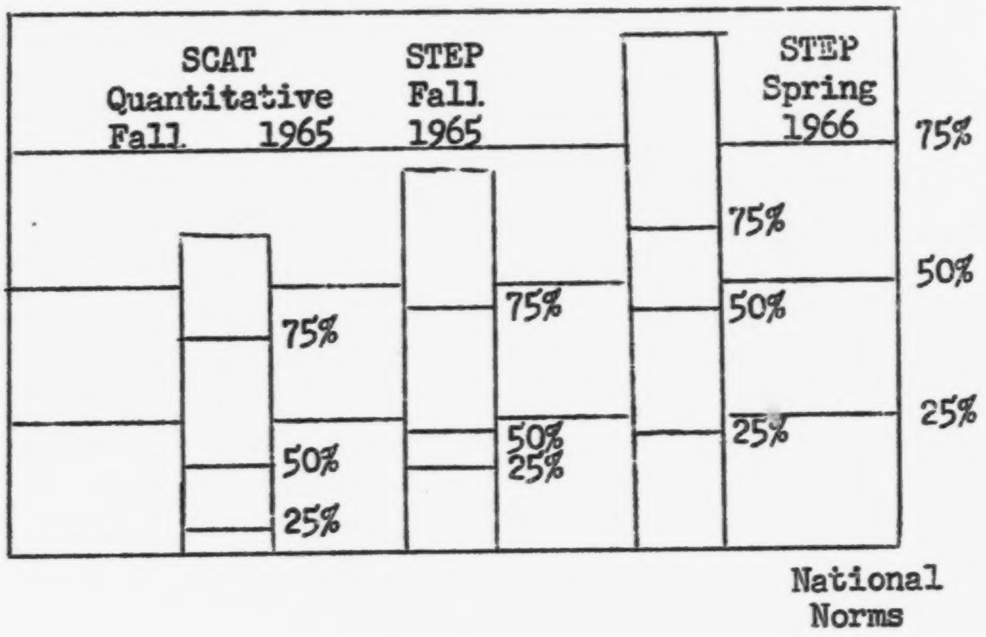


Summary:

1. The range of the second and fourth quarters increased from fall to spring testing.
2. The top of the third quarter showed no gain and remained below the national median.
3. Listening scores in the pre-test were nearer to national norms than any other test.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

EVALUATION OF STEP MATH TESTING



Summary:

End-of-year scores earned on the STEP mathematics test were consistently higher than scores earned on the pre-test administered of an equivalent form with the exception of most first quartile scores. In addition to a tremendous increase in the fourth quartile scores, significant gains were also made in the second and third quartiles. The following details were considered significant:

1. Scores representing the top of the fourth quarter increased from the sixty-two percentile in the fall to the ninety-four percentile in the spring.
2. The number of scores falling below the twenty-five percentile on the fall testing was reduced by one-half on the spring testing.
3. Comparison of fall and spring scores show that the fall scores which fell at or near the fifty percentile were equivalent to the spring scores which fell at the twenty-five percentile. End-of-year scores at the fifty percentile were equal to pre-test scores at the seventy-five percentile.
4. The median fall percentile rank of twenty-two was increased to

forty-three on the end-of-year scores.

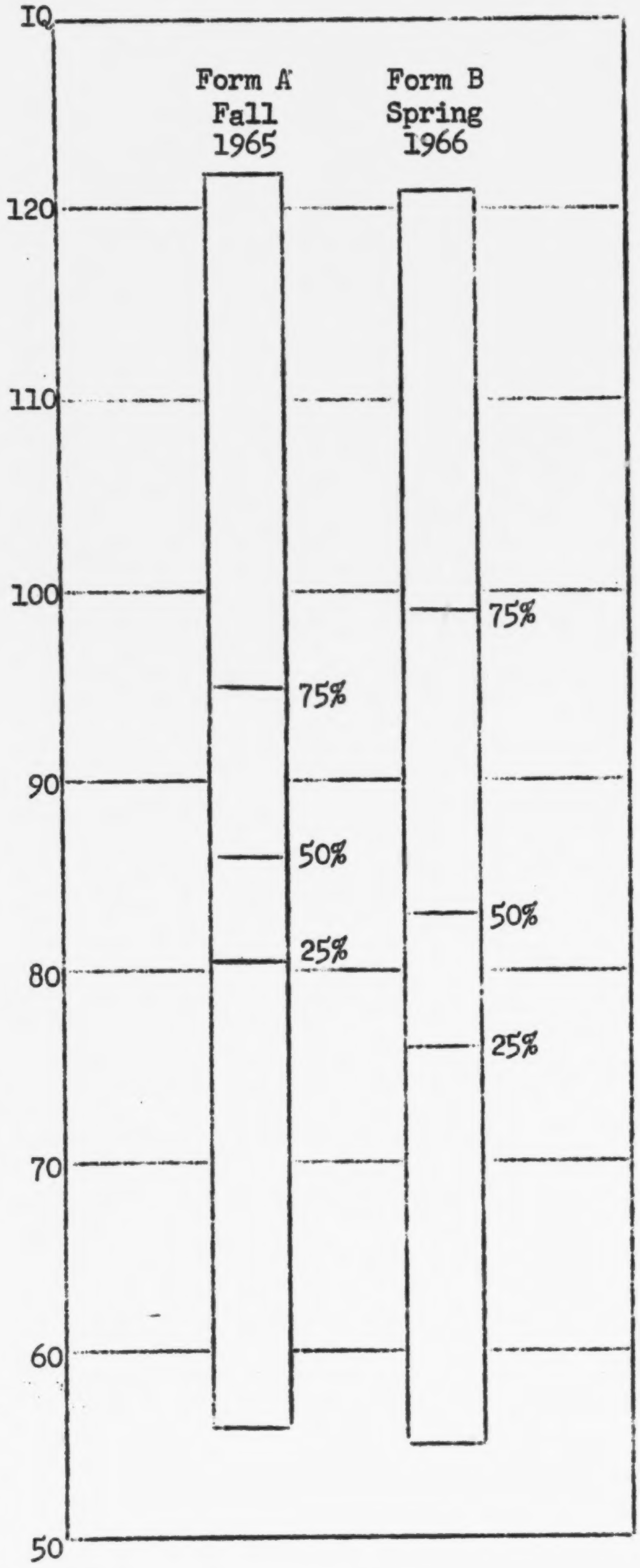
5. Approximately two-thirds of the spring test scores falling within the fourth quarter exceeded the highest of the fall test scores.

6. It appeared that the greatest gains in scores occurred within the upper three quarters of the scale.

7. It was interesting to note the close correlation between the upper two quarters of the fall test scores on the STEP and the quantitative section of the SCAT which was administered at approximately the same time.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

RESULTS OF PEABODY PICTURE VOCABULARY TESTS



NOTE

Mean I.Q.
Fall - 87.5
Spring - 86.1

Standard Deviation
Fall - 13.21
Spring - 15.17

Standard Error of Difference
5.38

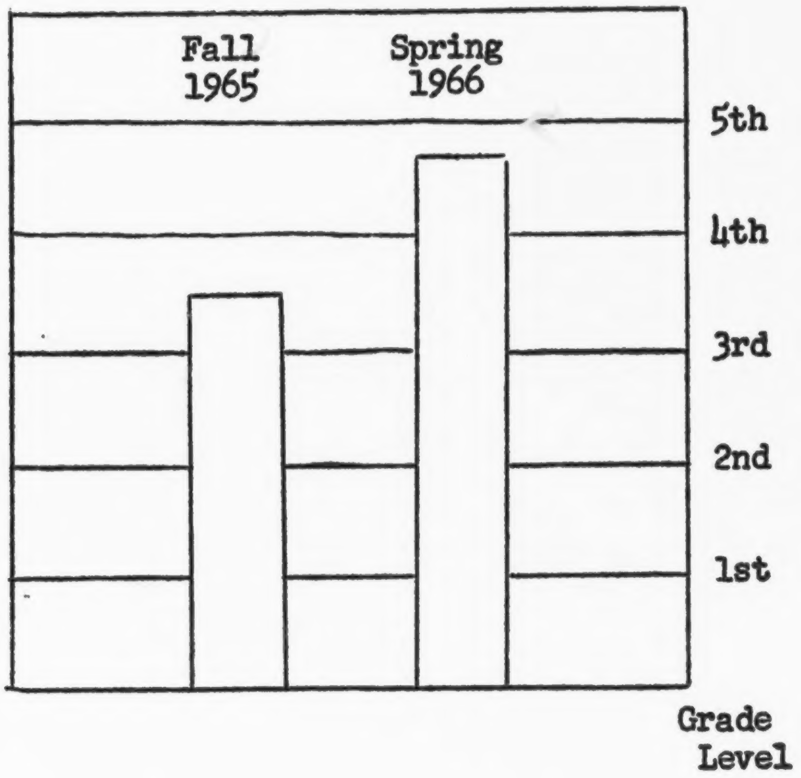
Summary:

1. The median fall and spring scores do not differ significantly.
2. Inconsistencies in individual scores raises some question as to either the equivalence of the two forms of the test or the validity of either form for the group included in this project.
3. The average score for the total group tends to be consistent with objective data obtained from other instruments.
4. There is a slight down-shift in over-all results on PPVT.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

COMPARISON OF FALL - SPRING INFORMAL READING INVENTORY

(Mean Scores)

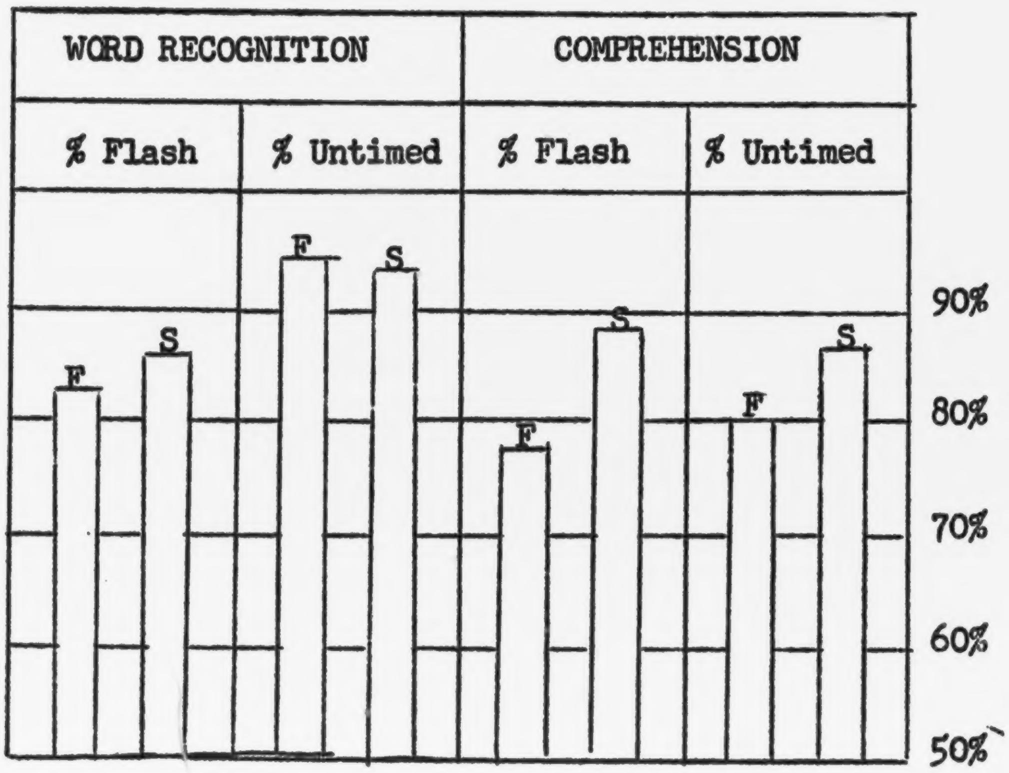


Summary:

1. Near grade level gain for the year was 1.19 years.
2. Grade level gains were distributed as follows:
    a. none -- 4 pupils
    b. .5 years -- 7 pupils
    c. 1.0 years -- 15 pupils
    d. 1.5 years -- 10 pupils
    e. 2.0 years -- 10 pupils
    f. 2.5 years -- 1 pupil
3. Grade level scores on the fall tests ranged from pre-primer to 6.0.
4. Grade level scores on the spring tests ranged from primer to 7.0.
5. The mean grade level gain for the eleven pupils with fall scores at the third-grade level or below was 1.63. It was interesting to note that by contrast the mean grade level gain for the nine pupils whose fall scores were 5.0 or above was .83, approximately half as great as for the lowest eleven pupils.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

SUB-SCORES INFORMAL READING INVENTORY



F - Class Average - Fall
S - Class Average - Spring

Summary:

1. Level of word recognition and level of comprehension for the higher grade level scores on the end-of-the-year scores were, generally, greater than at the beginning of the year.
2. Improvement was shown in each area except untimed word recognition; however, the pre-test was over the ninety percentile which might indicate that a ceiling was reached.
3. Comprehension improvement was encouraging.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

SELF-CONCEPT AS A LEARNER (SCAL)*

SCALE	MOTIVATION	TASK ORIENTATION	PROBLEM SOLVING	CLASS MEMBERSHIP	TOTAL
MEAN PRE-TEST	44.49	44.60	41.38	39.04	169.51
MEAN POST-TEST	44.69	45.89	43.24	39.84	173.67

Summary:

The mean scores reported are from the Self-Concept As a Learner Scale (SCAL) which is a self-concept report instrument.

1. Each mean difference was in a positive direction.
2. Although no individual scale showed a significant gain, the total mean score approached significance.
3. Pupil gains in attitude toward school reported by the teachers is supported by these data.

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* Bureau of Educational Research and Field Source
University of Maryland

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

ANNUAL ATTENDANCE RECORD

Number of Days Absent	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40
Number of Pupils	3	17	16	4	1	1	2	1	1

Summary:

1. If attendance records can be accepted as indicators of interest in school, the conclusion that the interest of the group was not significantly different from that of the remainder of the school is clearly warranted.
2. The percentage of attendance for the special project group of 95.34 was .69 points greater than the over-all percentage of attendance for the entire school.

SOUTH MIAMI JUNIOR HIGH CURRICULUM PROJECT

DISTRIBUTION SUBJECT AREA GRADE AVERAGES

SUBJECT	Number of Pupils in Each Grade Category					Mean Grade* Point Average
	A	B	C	D	E	
MATHEMATICS	7	22	13	3	1	2.71
ENGLISH	0	15	28	2	1	2.28
GEOGRAPHY	0	9	36	1	0	2.36
SCIENCE	4	8	34	0	0	2.17
PHYSICAL EDUCATION	3	19	21	3	0	2.48
HOME ECONOMICS	1	16	5	0	1	2.59
SHOP	0	11	12	0	0	2.59
ART	6	13	23	4	0	2.47
TOTAL						

* Grades are calculated on a four-point scale.

FIELD SCREENING REPORT FOR VISION AND AUDITION

Each student was given an Audio Sweep-check, Audio Re-test, Vision, and Vision Re-test. On the basis of these tests, the following students were recommended to be seen by appropriate medical or clinical services (hearing specialists/eye specialists) as indicated below:

1.	Anderson, Rubystine	Hearing specialist
2.	Angel, Susan	Eye specialist
3.	Banks, Clarence	Eye specialist
4.	Brownlee, Nadine	Hearing specialist
5.	Burch, Kathy	Eye specialist
6.	Cobb, Della	Hearing and Eye specialist
7.	Coleman, Bruce	Eye specialist
8.	Cunningham, Rose	Eye specialist
9.	Fields, Daniel	Eye specialist
10.	Griffin, Mary	Hearing specialist
11.	Hill, Shardina	Eye specialist
12.	Holton, Raymond	Eye specialist
13.	McDuffie, Pinky	Hearing specialist
14.	McDuffie, Robert	Eye specialist
15.	McKinnon, Leroy	Hearing specialist
16.	Peters, Patricia	Hearing and Eye specialist
17.	Price, Jack	Eye specialist
18.	Sante, Richard	Eye specialist
19.	Sirkis, Debbie	Hearing specialist
20.	Terll, Steve	Eye specialist
21.	Wade, Janet	Eye specialist
22.	Watler, Curtis	Eye specialist
23.	Watson, Minnie	Hearing specialist

Addendum

Your attention is called to the fact that Nadine Brownlee has a very severe hearing loss in her right ear which would probably call for some kind of amplification device.

Shardina Hill has a severe visual problem and has corrective lenses. It is suggested that the teacher obtain the glasses and require her to use them when she is in the classroom. If she refuses to wear them outside, the teacher can keep them for classroom use.

For the majority of students who need clinical services, some kind of preferential seating would meet their immediate needs. Locate the child where he can hear and see best. This could be done generally by moving the children to the front of the classroom, and with some teacher experimentation, seat them where the child has best vision and hearing.

There may be a slight over-referral in vision, but with these children having even a moderate visual problem, their behavior may improve with greater visual acuity.

Testing Personnel:

Dr. DeForest L. Strunk, Ed.D.
Mr. Benjamin D. Meyer, B.A.
Miss Elyse Dubbin, B.A.
Mrs. Rebecca Morris, B.A.

2. Observations by Educational Psychologist *

a. Strengths

(1) Preschool Workshop

The primary objectives of the workshop were to change attitudes of the participants in regard to the Negro student and the "slow" child in general and to provide a basic understanding of the disadvantaged. These objectives were determined and account, in part, for the success of the project. At the end of the workshop, the participants evaluated their work, and a large majority agreed that their own change in attitude was probably the most significant thing that occurred.

(2) Testing Program

Since the school is responsible for the all-round growth of the child, its pupil-appraisal program must cover more than the mere testing of academic skills as is typical of many schools today. To be of maximum benefit, the program must concern itself with appraisal of the following areas: intelligence, special aptitudes, academic achievement, and personal and social adjustment. The following evaluation instruments were administered: Sequential Tests of Educational Progress; Maryland Self-Concept Scale; Metropolitan Achievement Tests; School and College Ability Tests; Peabody Picture Vocabulary Test; and an Informal Reading Inventory (University of Miami Reading Clinic). The STEP, Self-Concept Scale, PPVT, and Informal Reading Inventory were administered in September and again in May.

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* This summary was based on seventy-one observational reports done periodically throughout the year.

(3) Teacher-Aide Program

The University of Miami's School of Education initiated the Teacher-Aide Program in conjunction with the South Miami Junior High Curriculum Project. Educational Psychology students served as teacher-aides at South Miami working with the disadvantaged under the supervision of the reading teacher. The aides worked mainly in the area of language development with groups composed of one to five disadvantaged children. South Miami was able to schedule twenty-nine aides who donated over sixty-five hours per week for approximately one thousand hours during the spring semester. The educational psychologist and reading teacher held two seminars each month with the aides discussing such topics as principals of learning, motivation, techniques of reading, and so forth. All the visiting teams of teachers, counselors, and administrators highly commended the work of the aides and recommended increasing the number of aides for the 1966-67 school years to further reduce the teacher-pupil ratio.

(4) In-Service Program

The in-service program throughout the year was extremely important to the participants in that they were able to acquire a better understanding of the over-all program of the school, and they also grew in their understanding of the disadvantaged. The participants organized a number of field trips for the children; conducted parent conferences; and made home visitations, all of which led to better communications and public relations with the community.

(5) Language Development Orientation

The curriculum in the great majority of schools is a subject curriculum; in many cases, it is a textbook curriculum tragically unrelated to life needs, not only for children but also for adults, for immediate and remote needs of anyone. The emphasis was placed on language development in the three-hour block, using subject matter as the vehicle. The participants in the project were more concerned with providing the children interesting learning experiences at their ability level than they were concerned with them learning subject matter per se.

(6) Self-Discipline

All children must have opportunities for self-regulation, and it is impossible in an autocratic atmosphere. The teachers in the project did a very good job in creating atmosphere for self-regulation even though some of the Negro students perceived this as being an expression of weakness. These children need a great deal of practice in self-discipline, and they must have freedom in order to grow. They do not know how to use this freedom in some cases, but they have improved tremendously over the course of the school year. Every life must have controls, and it makes all the difference in the world as to whether a life is controlled from within or from without. It is a difference between happiness and misery - it is a difference between freedom and slavery. Freedom never means release from external restraints. A person is never free until he can substitute inner control for external restraint. Restraint must be removed as soon as it is possible for the life to develop its own inner restraint but not until then. In order to develop that, the child must have experiences in making decisions and in evaluating his own actions and behavior.

b. Weaknesses

(1) Materials

The greatest weakness of the project was the lack of appropriate materials for the disadvantaged. There is a limited amount of materials available commercially, and the participants did not have an adequate opportunity to develop their own materials. Toward the end of the school year, a vigorous effort was made to develop thematic units in the language arts block.

(2) Girls Physical Education

The girls in the project were not grouped in physical education according to the various skills which resulted in a number of problems. The intramurals program was not organized until the latter part of the spring semester.

(3) Home Economics

The project failed to obtain the services of a consultant in this area and, therefore, the program was inappropriate. A majority of the girls already knew how to cook, sew, and so forth. The program was not designed to meet the needs of the Negro girls.

(4) The music program was designed for upper-class whites and was totally inadequate for the children in the project.

c. Greatest Problem

The behavior of a few Negro girls was of great concern to the participants in the project. These girls presented the school with more problems than did anyone else. The major section of the Negro subculture served by South Miami is matriarchal. These girls did not receive the guidance necessary in home economics and physical education. The intramural program for the girls helped the Negro girl satisfy needs, but it did not have much to offer the white girl. This concern with the Negro girl cannot be explained as just a "period" she is going through. Black and white girls are raised to have a certain self-concept regarding everything in their cultures, but the cultures are different. Generally, white girls are not physically oriented at this age and do not enjoy playing ball as do the Negro girls.

d. Greatest Impzovement

The verbal communication of Negro children has improved tremendously over the course of the school year. It appears that integration per se makes all the difference in the world to Negro children as far as speech patterns are concerned. It also appears that the goal of the sourthern integrated school is to make Negro children bi-dialectal and sensitive to dialects for social mobility.

e. Recommendations

(1) South Miami Junior High School needs a Human Relations Council which would be subordinate to the Student Council. This council should be composed of student leaders of both races and teachers. The Human Relations Council would provide the opportunity for more student participation in the affairs of the school and, also, act as a "sounding board."

(2) The children in the project need additional guidance and counseling in order for them to make the needed personal and social adjustment. This should be in the form of group guidance two or three times each week under the direction of a counselor.

(3) South Miami Junior High School needs at least one Negro teacher and one Negro counselor.

(4) The project needs an additional reading teacher.

(5) The children in the project should be in regular enrichment classes (music, art, shop, and home economics), physical education, and math. Grouping for ability should be limited to the language arts block. The grouping within the three-hour block should be flexible and not necessarily the same for all the different areas.

(6) The physical education department should promote a balance between team sports and individual sports.

(7) To prevent the tendency to revert to segregated groups, the homeroom organization should promote intramurals, human relations, school spirit, and group guidance.

(8) Every effort should continue to promote reasonable racial balance in the homeroom organization.

(9) The team teachers in the project need more time for planning.

(10) The project needs a control group.

B. Conclusions and Recommendations

1. The Students

The children selected for this project on the basis of past achievement scores and economic background had many unique and diverse problems. The Negro girls and white girls were virtually incompatible. The Negro girls tended to be overt, aggressive, boisterous, and interested in physical activity while the white girls were passive, demonstrated more feminine behavior, and considerably less interest in athletics. The Negro boys were very docile, complying, and tried to please while the white boys were recalcitrant and less active in physical activity. In general, it appeared that the low achievement of the Negro children was due to gross inadequacy in their experimental background while that of the white children was the result of some emotional problem, such as poor parent relationships.

Recommendations

a. Group counseling of students with similar problems should be provided.

b. Students with extreme emotional problems should be excluded from a class established for low achievers.

c. A human relations council should be organized to promote better relations between the races.

d. A broader after-school activities program should be developed to promote integration.

2. Curriculum

The results of evaluations indicate that a successful language arts curriculum was developed for culturally deprived students. The diversity of the children's background caused unanticipated problems. Although the deficiencies were similar, the causes were different. Biracial grouping for instruction was not always feasible; however, the special program resulted in the development of high interest in school for the experimental class. The inflexibility of the building facilities and the lack of appropriate materials were the major curricular problems.

Recommendations

a. Special classes by race for speech instruction should be developed.

b. More extensive use of ability grouping should be used in physical education classes.

c. The instructional program must be more individualized and group work must be with very small groups. Extensive use of teacher-aides should be encouraged.

d. There is a great shortage of materials for culturally deprived children. Curriculum writers are needed.

e. A large, flexible classroom area is needed to provide the opportunity for the development of a modular-type of schedule.

f. A wide variety of field trips should be encouraged for this type of program and is especially helpful to the Negro children.

g. Although the experimental group showed improvement, they are still substandard and need a continued program with language emphasis, probably for the three-year junior high school period.

h. Students should be involved as much as possible in the total school program, grouped only in areas of weakness. Reasonable racial balance should be maintained in homerooms.

i. Parents should be involved in school activities.

j. The use of funds received from government grants should be more readily accessible to the receiving school.

3. School Staff

The faculty of the school was well prepared for integration by the preschool and in-service workshops. They manifested an understanding attitude toward the low achieving students; cooperated in developing new materials; and strived to improve their teaching techniques. Due to their lack of experience with underprivileged children, there tended to be an over-solicitous attitude, especially toward the Negro child.

Recommendations

a. In-service education for teachers on disadvantaged child is essential.

b. Team planning is needed for teachers dealing with the special classes in order to correlate curriculum and meet the needs of the individual student.

c. An integrated school should have an integrated faculty.

Appendix A

SOUTH MIAMI JUNIOR HIGH SCHOOL

CURRICULUM WORKSHOP PARTICIPANTS

1965 - 1966

Aldrich, Patricia
Beattie, Teresa
Bone, Jean
Burgett, Robert
Dickert, James
Gillespie, David
Harden, James
Hurst, Raydon
Kavanaugh, Martin
King, Ronald
Lee, Susan
McDonald, William
Marsh, Sue
Martin, Patricia
Miville, Roland
Mower, Madeleine
Raepple, Marguerite
Shimp, Michelle
Sinko, Francis
Traina, Joyce
Walker, Kenneth
Ward, Richard
Whitenack, Helen
Williams, Franklin
Wilson, Roger
Young, Christine
Zipris, Alice

SOUTH MIAMI JUNIOR HIGH SCHOOL
WORKSHOP IN DEVELOPING INSTRUCTIONAL MATERIALS
Fall 1965

Appendix B

Staff: Dr. Robert Diamond
Mrs. Eleanor Taylor
Mr. Donald Crossley
Miss Bonnie Carter

Required Reading: Robert Mager, Preparing Objectives for Programmed Instruction
David Cram, Explaining "Teaching Machines" and Programming

Schedule

DATE	TOPIC	CLASS ACTIVITIES	ASSIGNMENT
Saturday Oct. 16 8:30-11:00	1. Introduction 2. The Need for Objectives 3. Transparency Production	9:45-11:00 A. Transparency Production B. Simple Lettering Techniques	A. Read Mager B. State Objectives for transparencies (turned in Oct. 21) C. Rough outline of Transparencies
Thursday Nov. 4 4:00-6:30	Transparency Production	A. Review of Objectives B. Individual Conferences on Transparency Design	Complete artwork for transparencies
Thursday Nov. 18	Transparency Production	Production of Transparencies	A. Field Test Transparencies B. State Objectives for Programmed Sequence C. Read Cram
Thursday Dec. 2	Programmed Instruction	A. Introduction Program Writing	Program Writing Complete First Draft (to be turned in Dec. 11)
Saturday Dec. 11 8:30-11:00	Transparencies	Individual Reports on Classroom Applications	
Thursday Dec. 16	Programmed Instruction	Individual Conferences	Programs completed
FIELD TESTING OF PROGRAMS AND REVISIONS (submit 4 copies)			
Thursday Jan. 13	Programmed Instruction Course Review	Individual Reports Review	

For those participants interested in completing tape slide or 8mm projects, conferences at the University will be arranged. Individual conferences at the University may be scheduled by calling 661-2511, ext. 2058, and will be held in Merrick 111.

Appendix C

FROM: Mrs. Dorothy Arthur, Consultant

SUBJECT: HIGHER HORIZONS PROJECT

A. Underlying premise in programs for the educationally disadvantaged.

1. Improvement comes about through direct influence on the child, the parent, the teacher.
2. The teacher must believe in the child and the program. The disadvantaged have as much innate ability but have been lacking in educational opportunity.
3. Parents must be made to feel part of the venture. Their natural desire for the best for their children must be brought into play and stimulated.

B. Objectives of a program for the educationally disadvantaged.

1. The school must compensate for learning difficulties that exist as a result of deprivation.
2. Goals are the same as for all students.
3. Specific goals of the program are:
    a. To identify abilities, interest aptitudes, and needs of the individual.
    b. To raise the level of aspiration for the individual and to stimulate attainment at the maximum level possible for his ability.
    c. To create further educational aspirations:
        (1) Higher education (high school, college, vocational training.

                (2) Enjoyment of activities commensurate with the individual's aptitudes and abilities.

C. Guidance is the keystone of the program.
    1. The counselor helps to personalize the program through:
        a. Intensive individual and group counseling for
            (1) Appropriate educational and occupational plans
            (2) Early introduction of occupational information
        b. Programs of education with parents.
        c. Assistance to teachers in understanding the student, the program, identification of potential abilities as well as methods of realizing this potential.
    2. The teacher and the counselor act as a team to
        a. Define the role of the classroom teacher in the total program
        b. Set realistic goals for the student in terms of potential rather than past demonstration of ability.

D. Provide Cultural Experiences.
    1. Opportunities for experiences not usual to the home or community must be provided.
        a. Trips to places of educational interest:
            (1) Museums, other schools, local colleges, scientific laboratories, etc.
            (2) Trips to places of artistic, musical, or theatrical interest:
                (a) Concerts, art museums, educational motion pictures, television studios, theatres.

2. Students must be helped to see themselves as worthwhile, active, participating American citizens.

3. The self-image must be improved through educational, occupational, social and cultural experiences, that, heretofore, they had no knowledge of or could not visualize as a possibility for themselves.

4. Stimulus to seek other educational experiences on their own must be provided as well as opportunities to verbalize these experiences.

E. Remedial Services

1. Such services are imperative to the success of the program for the educationally disadvantaged.

2. Provision must be made for help in all areas until such time as assistance is not needed.

F. Parent and Community Education

1. Parents must be helped to understand educational values in terms of their aspirations for their children.

2. Parents must be helped to gain a better understanding of educational opportunities available to themselves and their children.

3. Parents must be helped so that they may provide encouragement and stimulation for their children and parental levels of aspiration must be raised.

4. Parents must be encouraged to cooperate with the school in order that optimum benefits are derived by the individual, the family, and the community.

G. Evaluation

1. Meaningful records must be organized and maintained
    a. To show growth and progress in personal, social, emotional, and educational areas.
    b. Test results and grade progress records must be kept.
2. Identification and stimulation of the educationally disadvantaged must be substantiated.
3. The success of the program in changed social, education and psychological attitudes should be evidenced.

3

Appendix D

FROM: Dr. Carol Burnett, Consultant

SUBJECT: REPORT OF OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The single greatest difficulty in your program, in my opinion, is that the curriculum is too fragmented. In theory, fragments make a whole, but in practice and particularly with this kind of youngster, I don't think this is true. Many of the separate classes, such as free reading, listening, library, and discussion are properly part of reading. Social studies and science could also be combined with reading simply by choosing content in those areas.
2. I would believe speech would be effective if it included diction, proper speech patterns, purposes, and much use of tape recorders.
3. Functional writing, that is, to a particular problem, is effective. For example, the teacher poses a problem such as "You want to go to the theatre, but your mother won't give her permission - write a letter to persuade her to change her mind." This gives purpose to writing. This same principle applies to speech, of course.
4. I think to teach processes is quite different than to teach skills. For example, teaching processes in reading is emphasis on ways of doing things - teaching skills emphasizes doing processes - over and over. I think your approach is a process approach. I have asked our curriculum consultant to make a

suggested curriculum for you, and I will send it as soon as he has finished.

B. Recommendations

1. For another year, I would try for a laboratory setup, at least in reading. I believe your reading teacher operates her classes as laboratories.
2. For diagnostic procedures, I would use an untimed test. Most of these students are slow, and a timed test does not reflect a true picture. I would suggest the Diagnostic Reading Tests with the supplementary batteries, or the Gates for the very low. The Gates would require an item analysis in order to get a valid analysis.
3. Proper diagnosis is most important. Unless you know what is wrong, you cannot correct. Grade level scores are useless.
4. The word games are suggestions for use in brief exercises at the beginning of classes and would be more effective, I believe, than the instructional exercises the teacher was using.
5. The Florida Word Scales, word lists, and supplementary tests are now available commercially, but Dr. Spacke let me mimeograph them prior to copyright. The summary of remedial procedures I am now revising as some of the suggestions are outdated.

Appendix E

FROM: Visiting Teachers from Richmond Heights Junior High School

SUBJECT: OBSERVATIONS MADE DURING OUR VISIT TO YOUR SCHOOL APRIL 14, 1966

Thanks for granting us the privilege of spending a day with you and your students, April 14, 1966. The experience for us was enjoyable and profitable.

We were cognizant of inevitable problems inherent in initiation of a project such as yours, but we had no way of knowing the scope of the problems you encountered; consequently, any appraisal of your program seems inadequate and somewhat unjust. We sincerely hope, however, that you will be able to gain something of value from our observations.

As you requested, we have listed in writing a recapitulation of our findings.

You are to be commended for the following phases of your program:

1. Careful analysis of individual pupil needs and efforts made to plan a flexible program to meet these needs.
2. Imaginative and creative experimental approaches used in the schoolwide program.
3. A carefully devised plan of operation which provides adequate allocation of time for development of the following language arts skills: reading, discussion, listening and writing.
4. Correlation of work, particularly in the writing and discussion phases of the reading program.
5. Small reading classes.
6. Availability and use of varied programmed materials.

7. Field trips designed to provide aesthetic experiences for culturally disadvantaged youth.

8. Utilization of student-aides from the University of Miami - a means of making available to teachers more time for small group and individualized instruction.

9. Home visits made by personnel in the Home Economics Department in an effort to aid each student in improving his personal appearance and his home environment.

10. Attempts made by teachers to make each child feel a part of the entire school program.

11. The orderly manner in which students conducted themselves without supervision during lunch hour.

12. Well-organized and smoothly operated ITV classes.

We feel greater consideration should be given the following issues for overall improvement of the program:

1. Exercising more restraint in displaying empathy for Negro children lest such actions be taken as preferential treatment thereby creating a feeling of resentment among white students; being considerate of all students - excessively lenient toward none.

2. Observing very carefully the use of programmed materials to determine the possible effects such use might have upon student's creativity.

3. Considering the possibility of using content material from basic texts to devise low level reading lessons for students in the reading classes to facilitate their gradual movement into the

regular program of the school.

4. Teachers and librarians collaborating on planning units of study for the reading program to avoid fragmentary learning.
5. Utilizing multiple approaches and techniques in teaching larger classes to hold the attention of students with varied levels of ability.
6. Providing more time for speech in the reading program in an effort to improve speech patterns.
7. Planning written exercises which will provide experiences in standardized testing procedures.
8. Expanding library offerings to provide supplementary material for reinforcement of the reading program.
9. Evaluating the pilot project continuously to ascertain strengths and weaknesses.

No worthwhile reading program has been developed hurriedly. Many painstaking hours must be spent trying to find the type program suitable for students with whom you are working. You will find the need for many revisions before an ideal program emerges. You have made an excellent start in the right direction, and with time, patience, and courage, you will achieve your goals.

Appendix F

FROM: Visiting Teachers from Miami Edison Junior High School

SUBJECT: EVALUATION AND OBSERVATION

Observations and Recommendations:

1. Time wasted in movement (30 minute shifts.)
2. Students need self-discipline.
3. Teachers should get students settled down quickly.
4. Approve of aides.
5. Believe shop program is beautiful.
6. Need Negro counselor for Negro girls.
7. Use Level 1 for arithmetic.
8. Suggest correlation among shop, home economics, and arithmetic.
9. Too many girls in home economics class.
10. Suggest need for special speech class.

Summary:

1. Very impressed with shop.
2. Teach self-discipline.
3. Believe group guidance needed for girls.
4. Weakness in team planning.

Appendix G

FROM: Dr. Carolyn Garwood, Consultant

SUBJECT: GROUP GUIDANCE METHODS

Summary:

The first thing which must be determined in group guidance is how to form special work groups. Also, the counselor must determine what is to be gotten from the group being formed. The size of the group will be determined by the objective of the program. There are two kinds of groups: the task oriented group and the growth oriented group. The counselor organizing the groups must very carefully establish the limits within which the students will operate. Goals must be carefully established, leaders should emerge, limits should be set, and the group should function with interaction and cohesiveness.

For working with educationally disadvantaged students, the growth oriented group is the best. There are several considerations which must be made:

1. Interview each prospective participant clarifying purpose.
2. Be sure all members are very well acquainted with each other.
3. Establish how the group will work.
4. Create a climate of acceptance, respect and freedom within set limits.
5. Implant the idea that "here is a place where our ideas and feelings count."

6. Establish leader as a "helping person" rather than "one who shakes me up."

One of the major concerns in group guidance is to get the group to focus on each other rather than the teacher. There are several suggestions for accomplishing this:

1. Focus on the meaning of an idea to the group.
2. Focus on the issue on which there is disagreement.
3. Focus on the feelings they are expressing through their behavior rather than through spoken words.
4. Focus on the ways in which they force each other into behavior.
5. Focus on the concerns the group raises and feels the need to solve.
6. Help the group to see the continuity between the group sessions and topics discussed.
7. Use role playing techniques.
8. Get members to do something between meetings.
9. Summarize each meeting.
10. Develop increasing skills in communication.
11. Look for what is right rather than who is right.

Appendix H

Procedure for Teacher-Aides

If five aides could take three or four students each, this would leave no more than eight students with the regular teachers at any one time.

We suggest that all students begin next week with Reading Spectrum. Base selection of level, color and title on results of placement tests already given. Place student in area where he showed greatest weakness, if possible. Lower groups should use Word Analysis or Vocabulary Development. Work books could be made by cutting lined paper into two lengthwise strips and stapling about ten sheets per student. (They could make covers corresponding to colors of books they are using.)

Reasons for use of Reading Spectrum

1. An entirely new material for all should be motivating.
2. Aides will feel more secure if they do not have to contend immediately with careless habits students may have established in use of SRA materials. Students will not be trying to tell helpers how to do it, which could cause confusion.
3. Introduction of these materials will be more effectively implemented in small groups.
4. Since this activity involves self-instruction, immediate reinforcement and self-correction, aides main job will be supervision, thus offering greater opportunity for observation and getting acquainted with students.
5. Supervision in small groups should discourage inclination to cheat right at the start.

6. There will be minimum confusion since student will use the same book each day.
7. Instructions for presenting the material could be dittoes from the teacher's manual. This would reinforce the preliminary demonstration.

Procedure

General

Each aide should shift to a different material for second week. Use Reading Spectrum two days and alternate two days with a recommended new material for second week.

Select one: S.R.A. Laboratory
R.F.U. Laboratory
Pilot Library
E.D.L. Laboratory

In this procedure, aides will always have one week to examine a new material, consult with the reading teacher, study manual and inspect previous work in folders.

Specific

1. Aides should know instructional levels of students in his group.
2. Regular teacher will begin class with skill lesson and exercise on ditto sheet.
3. While students begin work, aides will secure folders and materials for individuals in their groups.
4. Students will take all belongings with them and go to designated place with aide. They will take ditto sheet along to be given any needed help in completing it. These will be collected and returned to teacher.

Reading Spectrum

1. Student will complete full heading for each lesson.
2. Be sure that student is warned not to write in book.
3. Be sure student reads and understands explanation before beginning practice exercises.
4. Watch carefully that keys in margin are uncovered only after each question is answered.
5. Be sure that the results of each lesson are recorded at top of sheet.
6. Assist student with any difficulties of word attack or comprehension of directions.
7. Make observations regarding concentration, attention span, failure to read directions, motivations and so forth.
8. Be plentiful with praise and encouragement. Give rewards for lessons well done. Encourage competition. Grades should be A, B+, B provided there is good effort. Use "Excellent," "Very Good," "Good," different colored stars, or any similar device.
9. Report progress at end of each week - just a brief statement about each student.
10. Any extreme behavior problem should be reported immediately. Report any sign of cheating in programmed procedure at once.
11. Encourage neatness in all work.
12. Dismiss students after bell.
13. Return all materials to proper place in Room 22.

Free Reading

1. Aides should know independent reading levels.
2. If student is a reluctant reader, try to discover interests. Take him to the library and help him select a book from RC section.
3. Teach "five finger" rule. If there are more than five words on the first page which he cannot pronounce, the book is too difficult.
4. Make observations of silent reading:
    - a. lip movement
    - b. finger pointing
    - c. head movement
    - d. attention span, yawning, restlessness, and so forth.
5. Ask student to tell you an interesting part of story. Note syntax, pronunciation, usage, clarity of expression, logical sequence. Make an occasional correction - too many are discouraging. Give three times as much praise as criticism.
6. Tell student to raise hand when he comes to a word he doesn't know.
    - a. Ask him to read the rest of the sentence and think about meaning. (Always try context first.)
    - b. If this doesn't help, then ask him what part of the word is bothering him.
    - c. Cover the remainder of the word (3" x 5" card is helpful) and ask "What is the usual sound of these letters that are bothering you?"

   d. Divide word into syllables if necessary. Then synthesize.
   e. If the word has sound-spelling irregularities, pronounce it for him immediately and be sure he knows the meaning in that context.
   f. Do not give detailed drills or analysis because this stops the flow of meaning, and the child will lose interest in story. It is important for him to gain the concept of this word as quickly as possible.

7. Encourage small group discussion of books for part of one period.
8. Have student read a passage orally and observe regressions, substitutions, additions, omissions, phonic difficulties. Report any unusual or significant observations.
9. Do not try to force book on child. We want them to read for enjoyment, even if it means starting with "Peanuts," "The Beatles," or "Batman."
10. Take advantage of opportunities to develop new concepts through new vocabulary.

Appendix I

MODULAR SCHEDULE BY GROUP

GROUP A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:50 - 10:15	S.S. - Sci. Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Art Wing Room 65
10:20 - 10:45	S.S. - Sci. Shimp Room 21	Listening Raepple Room 23	Listening Raepple Room 23	Free Read. Raepple Room 23	Art Wing Room 65
10:50 - 11:15	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Music Mertz Room 218
11:15 - 11:40	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Music Mertz Room 218
11:40 - 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 12:40	Free Read. Raepple Room 23	Library	Library	Speech Bone Room 3	Speech Bone Room 3
12:45 - 1:15	Writing Williams Room 22	Writing Williams Room 22	Writing Williams Room 22	Writing Williams Room 22	Free Read. Williams Room 22

GROUP B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:50 - 10:15	S.S. - Sci. Shimp Room 21	Listening Raepple Room 23	Listening Raepple Room 23	Free Read. Raepple Room 23	Art Wing Room 65
10:20 - 10:45	S.S. - Sci. Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Art Wing Room 65
10:50 - 11:15	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Music Mertz Room 218
11:15 - 11:40	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Music Mertz Room 218
11:40 - 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 12:40	Writing Shimp Room 21	Writing Shimp Room 21	Writing Shimp Room 21	Writing Shimp Room 21	Free Read. Shimp Room 21
12:45 - 1:15	Free Read. Raepple Room 23	Library	Library	Speech Bone Room 3	Speech Bone Room 3

GROUP C	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:50 - 10:15	Art Wing Room 65	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22
10:20 - 10:45	Art Wing Room 65	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22
10:50 - 11:15	S.S.-Sci. Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Music Mertz Room 218
11:15 - 11:40	S.S.-Sci. Shimp Room 21	Listening Raepple Room 23	Listening Raepple Room 23	Free Read. Raepple Room 23	Music Mertz Room 218
11:40 - 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 12:40	Speech Bone Room 3	Writing Williams Room 22	Writing Williams Room 22	Writing Williams Room 22	Writing Williams Room 22
12:45 - 1:15	Library	Free Read. Raepple Room 23	Speech Bone Room 3	Library	Free Read. Raepple Room 23

GROUP D	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:50 - 10:15	Art Wing Room 65	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22
10:20 - 10:45	Art Wing Room 65	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22	Reading Williams Room 22
10:50 - 11:15	S.S.-Sci. Shimp Room 21	Listening Raepple Room 23	Listening Raepple Room 23	Free Read. Raepple Room 23	Music Mertz Room 218
11:15 - 11:40	S.S.-Sci. Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Discussion Shimp Room 21	Music Mertz Room 218
11:40 - 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 12:40	Library	Free Read. Raepple Room 23	Speech Bone Room 3	Library	Free Read. Raepple Room 23
12:45 - 1:15	Speech Bone Room 3	Writing Shimp Room 21	Writing Shimp Room 21	Writing Shimp Room 21	Writing Shimp Room 21